

## DOCUMENT RESUME

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**ABSTRACT**

Included in the catalogue are summaries of approximately 60 regular and special education programs developed in states other than New Jersey and found to be cost effective, successful, and replicable. Described are such factors as target audience, materials, financial requirements, program evaluation, adoption criteria and services, and contact procedures. Programs focus on the following areas (with specific examples in parentheses): basic skills (Conceptually Oriented Mathematics Program), career/vocational education (Vocational Reading Power), Early Childhood/Preschool (Home Start Family Centered Preschool Enrichment), educational management (Project SHARE: Sharing High Yield Accountability with Resource Educators), individualized instruction (Engineered Classrooms for Students who are Educable Mentally Handicapped and Behaviorally Maladjusted), special curriculum (Urban Arts Program), and special education (Remediation for Children with Learning Deficits through Precision Teaching).

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ED116395

## EDUCATIONAL PROGRAMS THAT WORK, VOLUME II

A CATALOGUE OF DEMONSTRATION SITES OF SUCCESSFUL  
EDUCATIONAL PROGRAMS FROM ACROSS THE U.S., DISSEM-  
INATED THROUGH A NATIONAL COMMUNICATIONS NETWORK  
SPONSORED BY THE U.S. OFFICE OF EDUCATION.

The programs described in this catalogue have been validated as successful, cost-effective, and exportable by the standards and guidelines of the United States Office of Education and the National Institute of Education. Their dissemination is carried out through funding from the Elementary and Secondary Education Act, Title III, Section 306.

"Education Programs that Work, Volume I" contains descriptions of educational programs developed in New Jersey, validated, and approved for dissemination within the state.

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EC 080 776

New Jersey Facilitator Project  
Division of Research, Planning, and Evaluation  
Department of Education, State of New Jersey  
225 West State Street, Trenton, New Jersey 08625

September, 1975



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
225 WEST STATE STREET  
TRENTON, N.J.

OFFICE OF THE COMMISSIONER

The programs described in the 1975-76 edition of *Educational Programs that Work, Volume II* have been successfully developed and field tested by school districts throughout the United States. They have been validated as successful, cost-effective, and exportable by the standards of the U.S. Office of Education and approved for national dissemination by the Dissemination Review Panel of the U.S. Office of Education and the National Institute of Education.

During the coming year educators in every New Jersey district will receive invitations to attend workshops organized by the Division of Research, Planning and Evaluation and the Educational Improvement Centers at which information about these programs and their dissemination services and materials will be presented. Information will also be available in *New Jersey Interact* and at many conferences and conventions for educators throughout the year. Additional information will always be available from the project staffs, the Educational Improvement Centers and the Department of Education.

I hope that the availability of the materials prepared by the project staffs and the training and consultation that they can provide to district staff will assist you in your efforts to augment your educational programs.

A handwritten signature in black ink that reads "Fred G. Burke".

Fred G. Burke  
Commissioner of Education



## State of New Jersey

### DEPARTMENT OF EDUCATION

225 WEST STATE STREET

P.O. BOX 2010

TRENTON, NEW JERSEY 08625

#### PROGRAMS THAT WORK AND T AND E

Under the proposals for a "thorough and efficient" educational system, the State Department of Education in New Jersey is developing a School Approval Process. This proposed process is an education management model which might be described as "participatory accountability." This School Approval Process places the constitutional responsibility for a thorough and efficient education on each individual school district in New Jersey. Each district will be setting its education goals and performing an educational assessment according to guidelines established by the State Department.

It is anticipated that as local districts set goals and assess achievement levels, "discrepancies" or gaps between aspirations and achievements will be discovered. As these educational discrepancies are discovered by the parents, administrators and teachers of a district, they may want to select new programs to support their educational improvements.

The State Department of Education plans to develop four Educational Improvement Centers across the state. These EICs will serve as depositories of innovative programs and practices. Members of local districts will be able to visit these centers and choose among many program ideas. The EICs will be developing "program libraries" in which information and training materials on innovative programs will be stored.

A special set of these will include programs from other states approved for national dissemination. These programs have been developed with federal funding through state departments of education and special program groups. They represent a cross section of some of the best that have resulted from research and development processes rooted in the needs and expertise of local school districts. The developers of these programs that work must be commended for their innovative contributions to educational improvement. We look forward to their leadership as we proceed to support the modernization of New Jersey educational practices under the constitutional mandate of a "thorough and efficient" education.

Your comments about, and interest in, these "Educational Programs that Work" will be welcomed.

A handwritten signature in black ink, appearing to read "Gary Gappert".  
Dr. Gary Gappert  
Assistant Commissioner  
Division of Research, Planning & Evaluation

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Commissioner of Education

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## INTRODUCTION

### A National Communications Network

This catalogue contains descriptions of educational programs developed in states other than New Jersey and validated in their respective states by the standards and guidelines of the United States Office of Education as successful, cost-effective and exportable. In addition, these programs have been reviewed by a joint panel from the United States Office of Education and the National Institute of Education and approved for national dissemination. Again the criteria were: success - does the program make a significant difference in the educational achievement of children; cost-effectiveness - can the results be achieved for a reasonable cost; and exportability - can the program be packaged so that it can be replicated at another site.

Programs approved for national dissemination by this joint panel comprise the program component of a National Communications Network. The sixty-plus programs in this catalogue also received funding to support dissemination of their products.

The second component of the National Communications Network is a series of state organizations called Facilitator Projects. The staff of these Projects collect information on which programs are needed in their state, sponsor awareness conferences at which programs are explained, help school districts plan implementation of these programs, sponsor training at the adopting school and provide for follow-up technical assistance. At times small amounts of financial assistance can also be provided. In New Jersey, the Facilitator Project operates within the Division of Research, Planning and Evaluation, State Department of Education. The Educational Improvement Centers form the connecting link to local school districts.

### New Jersey Facilitator Project

During the year the New Jersey Facilitator Project and the Educational Improvement Centers cosponsor a series of topic related awareness sessions. These sessions provide an opportunity for educators to hear a number of the developers of programs explain their projects, present the materials and answer questions. Last year conferences were held on early identification/pre-school, mathematics, vocational education, and alternative secondary programs. This year topics will include programs of interest to urban districts, reading, special education, early childhood and others. The EICs regularly mail announcements of upcoming conferences to school districts. Other educational units are notified of activities relating to their programs.

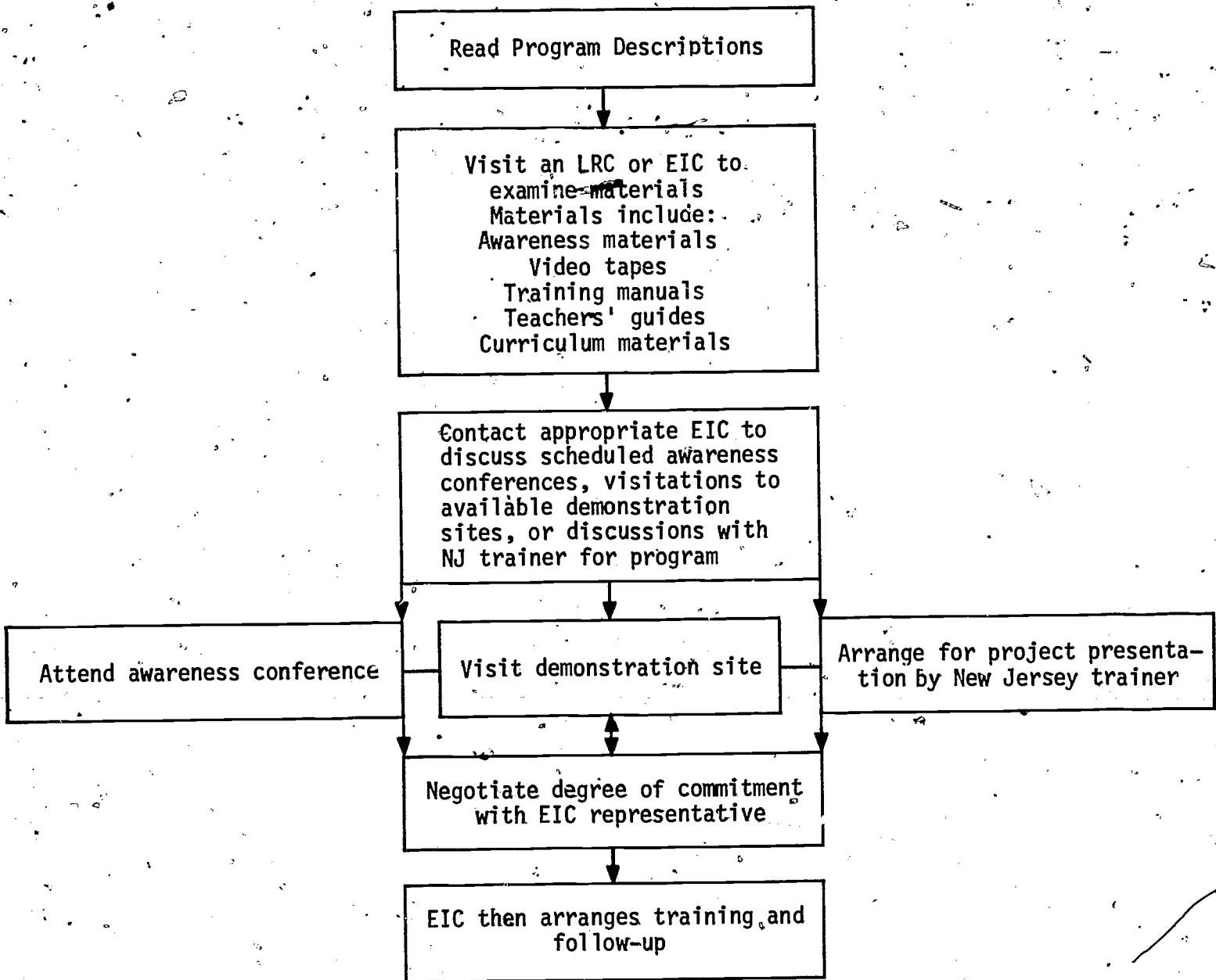
On each of the programs in this catalogue a library of materials is being created at each of the following locations:

Educational Improvement Center - Northwest  
Halko Drive  
Cedar Knolls, New Jersey 07927  
Attention: Joanne Erb, Librarian

Educational Improvement Center - South  
Glassboro-Woodbury Roads  
P.O. Box 426  
Pitman, New Jersey 08071  
Attention: Helen Groff, Librarian

## FOLLOW-UP PROCEDURE

A School District or Agency Representative Should:



Learning Resource Center - Central  
Kreps School  
Kent Lane  
Hightstown, New Jersey 08520  
Attention: Pat Newman  
Betty Eberle, Librarians

Learning Resource Center - Northeast  
Radcliffe School  
379 Bloomfield Avenue  
Nutley, New Jersey 07110  
Attention: Mary Appel, Librarian

The LRC libraries will make these materials available to the public until the new Educational Improvement Centers at Central and Northeast are established. When these become operational, the materials will be transferred to the appropriate Educational Improvement Center. At present either of the two LRCs or two EICs, South or Northwest may be contacted for information on specific programs. As a next step school districts or educational units desiring assistance in pursuing a replication of a program should contact the nearest EIC, either:

Mr. Charles Barthe, EIC-S (609)-589-3410

or

Ms. Diane Dvorin Weintraub, EIC-NW (201)-539-0331

These individuals serve as the districts' link with the programs available resources that can be brought to support replication efforts. Additional services provided through EICs are assistance in planning, providing experts to serve as New Jersey trainers for out of state programs and trouble shooting replication efforts where needed. A diagram of the procedure to be followed by persons interested in a program is shown on page IX.

The names and brief descriptions of New Jersey programs available for replication by interested school districts or agencies are listed in Appendix B. More in depth information on these may be obtained by examining *Educational Programs that Work, Volume I*. A copy of this has been sent to every school building administrator in New Jersey. Additional copies are available through the Educational Improvement Centers' librarians and the Project Center, Division of Research, Planning and Evaluation, Department of Education, State of New Jersey, 225 West State Street, Trenton, New Jersey, 08625.

#### Educational Goals and Priorities

In 1972 the New Jersey Board of Education formally adopted a set of Statewide goals for public education, the final product of two years of citizen involvement in goal-setting activities. While the total complement of goals is important, limitations of resources, both human and fiscal, necessitated establishment of priorities to be addressed. The Department has reviewed available information from various data sources, and made preliminary judgements concerning the needs of the New Jersey education system in relationship to the goals.

The result has been an ordering of the state goals based on goal importance and actual achievement of children toward the goals. In addition, the goals have been further delineated into three levels of priority by both urban and non-urban population sub-groups. While the limited human and fiscal resources of the Facilitator Project are being utilized to address the state goals and priorities, districts identifying divergent needs are invited to continue their involvement in the replication process being sponsored.

The educational goals and priorities of the Department of Education are as follows:

<u>Critical Priority</u>		<u>Target Group</u>
1. Basic Skills Goal	To acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.	Urban
2. Social Relationships Goal	To acquire the ability to form satisfying and responsible relationships with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own.	Urban and Non-urban
3. Producer/Consumer Goal	To acquire the knowledge, skills, and understandings that permit him/her to play a satisfying and responsible role as both producer and consumer.	Urban and Non-urban
4. Health Goal	To acquire the knowledge, habits, and attitudes that promote personal and public health, both physical and mental.	Urban
5. Basic Information Goal	To acquire a stock of basic information concerning the principles of the physical, biological, and social sciences, the historical record of human achievements and failures, and current social issues.	Urban
6. Citizenship Goal	To become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country, and world.	Urban

Important Priority

## 1. Basic Information Goal

To acquire a stock of basic information concerning the principles of the physical, biological, and social sciences, the historical record of human achievements and failures, and current social issues.

Target Group

Non-urban

## 2. Citizenship Goal

To become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country, and world.

Non-urban

## 3. Family Life Goal

To acquire the capacities for playing satisfying and responsible roles in family life.

Urban and  
Non-urban

## 4. Creativity Goal

To acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the esthetic expressions of other people.

Urban and  
Non-urbanAcceptable Performance

## 1. Health Goal

To acquire the knowledge, habits, and attitudes that promote personal and public health, both physical and mental.

Non-urban

## 2. Learning Process Goal

To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

Urban and  
Non-urban

## 3. Ethics Goal

To acquire an understanding of ethical principles and values and the ability to apply them to his/her own life.

Urban and  
Non-urban

## 4. Self-Worth Goal

To develop an understanding of his/her own worth, abilities, potentialities, and limitations.

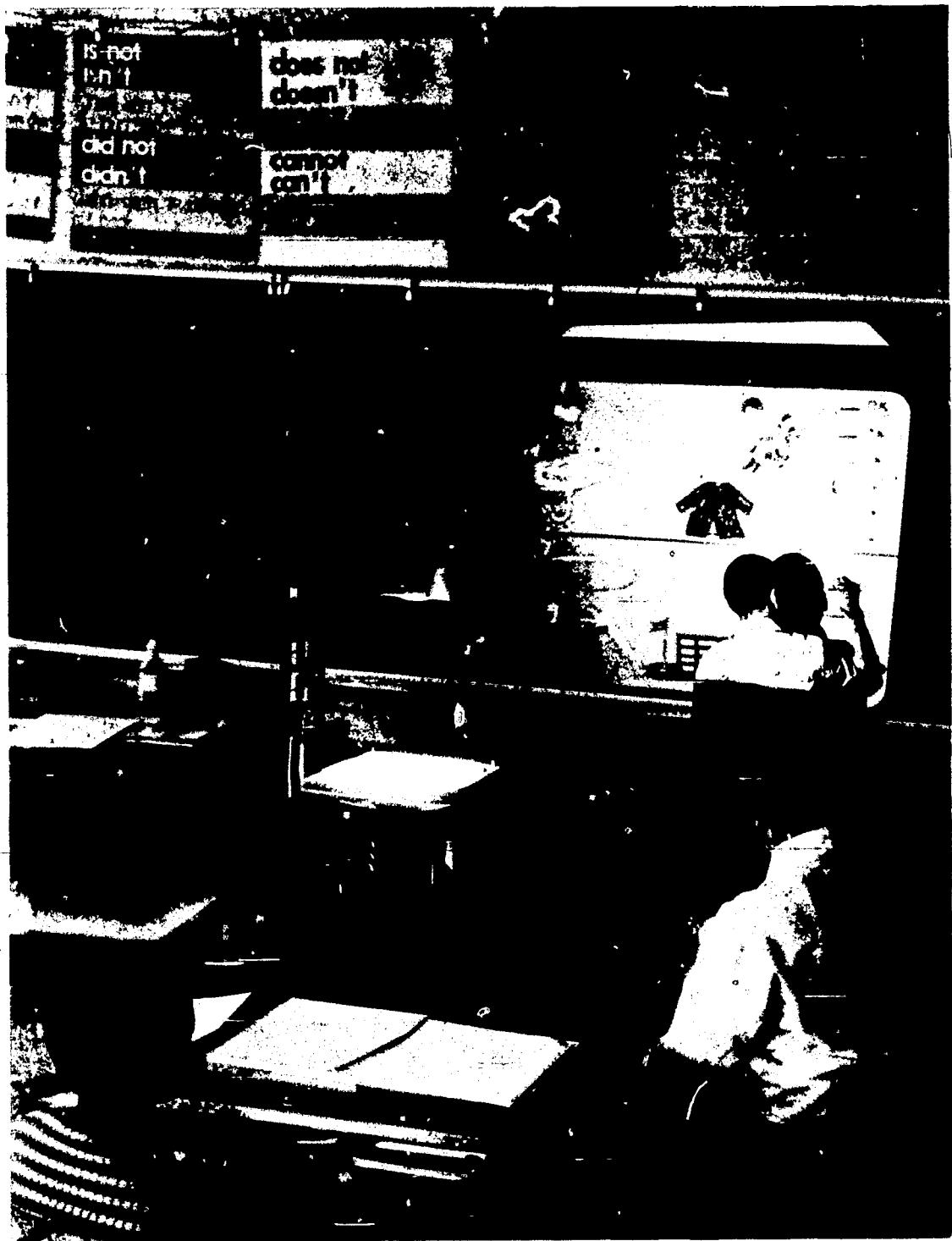
Urban and  
Non-urban

## 5. Basic Skills Goal

To acquire basic skills in obtaining information, solving problems, thinking initially, and communicating effectively.

Non-urban

# basic skills



# **PROJECT: HEP/PROJECT ALOHA**

(Mainland Demonstration of the Hawaii English Program)

## **• description**

Project ALOHA is a consortium of the Archdiocese of San Francisco, Berryessa Union School District, Cupertino School District, Oak Grove School District, San Jose Unified School District, and Santa Clara Unified School District. Project ALOHA, having successfully demonstrated its ability to replicate the Hawaii English Program, is now the diffusion agent for the State of Hawaii. The Hawaii English Program (HEP) is a comprehensive language arts program that consists of three components. The literature component develops understandings of life experiences upon which all language must be based and to build an enjoyment of language as an art form. The language systems component develops an understanding of the application of language in communication and how this affects the individual and society. The language skills component provides continual progress learning in listening, speaking, reading and writing.

Literature and language-systems components provide opportunities for individual, as well as small- and large-group, activities. Emphasis on imagination, creative processes, and divergent thinking.

The HEP language skills component provides learner goal system, materials and equipment, management system, and teacher training required to create an individualized learning environment.

## **• target audience**

Program is completely developed for K-6. Planners are working on the development of grades 7-12 program. Successful with all socioeconomic groups.

## **• materials used**

Multi-media instructional packages, equipment, instructional statements with learner goals and performance objectives, management system with record-keeping, creative drama handbook, teacher manuals.

## **• descriptors**

Complete system, develops self-direction, individualized learning, multi-modal, multi-age, peer teaching, inquiry approaches, mainstreaming handicapped, management system, built-in evaluation, teacher training.

## **• financial requirement**

Capital outlay cost for start-up is approximately \$75.00 per pupil for all software and equipment for this comprehensive program. Costs of operation for HEP programs vary according to type of installation and efficiency of use. The cost is very comparable with costs of other programs for range of content covered. Operational costs average approximately \$15.00 per pupil per year.

## **• program evaluation**

The comprehensive goal structure, curriculum-embedded checks of goal completion, and record-keeping system in the language skills component make the whole program a test. Accountability provided percentages of pupils expected to complete certain levels of the program at each grade. Each learner, however, progresses at appropriate rate for that individual.

## ADOPTION CRITERIA:

General Criteria: Adopters are required to submit application, through Project ALOHA, to the superintendent, Hawaii State Department of Education, requesting installation of the program. Since the program is a complete system and the results are the product, rather than the sum, of the program's parts, assurances must be made that the integrity of the program will be maintained. Initial installation of a K-1 center is recommended, but assurances of incremental installation of higher grade levels on a year-by-year basis is required. Project ALOHA staff will provide assistance in developing an installation plan.

Procedures and requirements for installing HEP at new adopter sites will be sent on request.

Staffing: Four teachers (2-K and 2-1) required for initial installation. One aide is highly recommended for each center. Teachers should be committed to program values.

Facilities/Installation: Centers equivalent to the size of two regular classrooms are desirable, although self-contained packages are available. Many regular classrooms have been converted by removal of one-half dividing wall between two classrooms. Since packages contain considerable audiovisual equipment, ample electrical outlets and power should be available in each center. Bookcases required for open storage of the learning materials; the responsive learning environment requires open access for learners.

Training: Initial training of teachers consists of a four-week summer session in late June and early July at San Jose, Calif. Since totally individualized learning opens the door to continuous professional growth in the teacher guidance role, continuing inservice is desirable.

Teacher training is essential for adoption of the program. However, the system provides necessary tools for the teacher to apply the skills learned.

## ADOPTION SERVICES:

### • training materials

Awareness brochures, dissemination packets, and evaluation reports are available at no charge. Specific questions will be responded to with position papers or letters.

### • demonstration/visitation

Visitors welcome daily; eight demonstration schools representing a wide variety of school plants, organizational patterns, and socio-economic communities. Presentations made at your location, including slide/tape and materials display.

### • training capability

Since demonstration centers are essential, training is conducted in summer workshops in San Jose. 1975 workshop ran June 23 - July 18.

## CONTACT:

William B. Adams  
Project Director  
HEP/Project ALOHA  
935 Piedmont Road  
San Jose, CA 95132  
(408) 258-1776

Development Begun: 7/65  
USOE DRP Approval: 2/75  
Diffusion Start: 7/71

# PROJECT: CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)

## • description

The Conceptually Oriented Mathematics Program is a management program that is both diagnostic and prescriptive. It is designed to meet individual needs through small-group instruction. Students are tested to determine their individual strengths and weaknesses and are grouped accordingly. The program provides continuous progress through 25 instructional levels. Ten broad concept areas are developed through these 25 levels. Each level has been broken into 2 or more steps. The inclusion of Step Z in a level provides for horizontal enrichment.

The program was not designed as an independent study program. It attempts to meet a student's individual needs by placing him in an appropriate instructional group. The program utilizes cooperative planning and teaching. The most ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to stimulate creativity in the classroom and to discourage rote learning.

## • target audience

Grades 1 - 8.

## • materials used

Scope and Sequence Chart;  
Teacher Guidebooks;  
Placement Tests;  
Post Tests I and II;  
Individual Profile Sheets;

## • descriptors

Mathematics,  
Crossgrade Grouping,  
Basic Skills,  
Continuous Progress,  
Diagnostic - Prescriptive.

## • financial requirement

Exclusive of textbooks and the coordinator's salary, the basic cost would be purchasing an average of 2 guidebooks per teacher at \$5.00 per book and the cost of reproducing tests. Additional materials for instruction and enrichment can be added as finances are available.

## • program evaluation

Data shows that the level of achievement in mathematics as measured by standardized tests has shown marked improvement when compared with previous scores.

## **ADOPTION CRITERIA:**

**General Criteria:** Those schools or districts considering the adoption of Project COMP should be interested in meeting the needs of students. The program seems most effective in situations where cooperative teaching is used. The program calls for cross-grade grouping, especially in the upper grades. Administrative commitment should include a willingness to provide flexibility in scheduling.

**Staffing:** The program is implemented by classroom teachers after training. It is strongly recommended that the district employ a person in a coordinating capacity.

**Facilities/Installation:** Facilities and space found in any typical school will be adequate. Spacing for small-group instruction can be worked out in regular classrooms. No additional instructional equipment beyond that found in elementary, middle, and junior high schools is a requirement for adopters. The use of film strips and tapes adds to the flexibility of the program.

**Training:** Attendance at a training session is considered essential for the principals, supervisors, and classroom teachers in adopting districts. Training may be one to two days depending on the extent to which the program is being implemented in a district. There will be an additional visit by a staff member from Project COMP or follow-up training of the adopter staff sometime during the operational year.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochures are available at no cost. Introductory materials that have been purchased will be used in the training session.

### **• demonstration/visitation**

Visits are scheduled one week of each month at COMP schools in Columbia. Contact D/D office for schedule.

### **• training capability**

Training is available for out-of-state adopters as well as those within the state. Contact D/D office for information.

## **CONTACT:**

Mrs. Alta M. Harness, Dir.  
Project COMP  
310 North Providence Rd.  
Columbia, Mo. 65201  
(314) 443-2561

Development Begun: 7/71  
USOE DRP Approval: 12/74  
Diffusion Start: 7/75

# PROJECT: DIAGNOSTIC-PRESCRIPTIVE ARITHMETIC (DPA)

## • description

DPA, formerly Mathematics Prescriptions for Classroom Teachers, is a basic arithmetic program using a diagnostic-prescriptive approach. A standardized diagnostic arithmetic test is given to identify conceptual weaknesses and skill deficiencies. Through hands-on experiences with physical materials and work with project activities oriented to individual and small-group instruction, these inferred needs are met.

A Teacher's Manual has been written that includes more than 75 objective-based activities for counting, place value, addition, subtraction, multiplication, and division of whole numbers; record keeping procedures; diagnostic approaches; and a reference list of supplementary resource materials.

The teacher uses the Stanford Diagnostic Arithmetic Test (SDAT) to determine specific individual arithmetic deficiencies. Prescriptions provide experiences using concrete materials for concept development and activities for modification, practice, and reinforcement to meet the diagnostically inferred needs.

## • target audience

Students functioning at grade levels 2-6. Arithmetic component of total mathematics program.

## • materials used

SDAT and Test Manual, DPA Teacher's Manual, interlocking cubes, hand calculators, grid-place value materials, counting device, and a variety of teacher-made material.

## • descriptors

Basic arithmetic program, Diagnostic Prescriptive, Individual and Small-Group Instruction, Activity-Oriented Approach, Title I-Funded.

## • financial requirement

Curriculum material start-up costs range from \$3.00 to \$5.00 per child depending upon varying grade level needs. Alternate A (see adoption criteria) requires a resource teacher and educational assistant for each 100 students. Alternate B requires a resource teacher for each 200 students.

## • program evaluation

Each year for the past 3 years, DPA used the SDAT to pre- and posttest approximately 400 participants. The target group was comprised of educationally and economically disadvantaged students according to Title I criteria. These students achieved an average gain of 15 months in 7 months of instruction.

## **ADOPTION CRITERIA:**

**General Criteria:** Adoption to any degree must meet the following criteria:  
A need for this program (evidenced by a documented needs assessment);  
Acceptance and approval of the program by the LEA. This criterion may be filled by a chief school officer of the LEA.  
A commitment of the LEA to support the program efforts (e.g., program time for teacher training, provide funds for program material).  
Selection of program personnel (teachers, supervisors, teacher trainers who are interested and desire an activity-oriented diagnostic prescriptive arithmetic program).

**Staffing:** Alternate A: One resource teacher and one educational assistant per 4 classes.  
Alternate B: One resource teacher per 8 classes.  
Alternate C: No educational staffing required. However, it is essential that a minimum of 2 regular classroom teachers implement the program at an adoption site.

**Facilities/Installation:** A math-lab room would facilitate the implementation of the program but it is not essential. All alternates are designed to function in the regular classroom.

**Training:** DPA provides 3-day training sessions for adopting agencies prior to implementation. Adopter sites are expected to schedule release time for participating teachers that attend the workshop.

## **ADOPTION SERVICES:**

### **• training materials**

Several brochures, in-depth reports, guidelines for training, and adoption schedule are available in limited quantities at no cost to potential adopters. DPA Teacher's Manuals are available at \$5.00 per copy.

### **• demonstration/visitation**

Demonstration/visitations: scheduled at DPA schools in Staten Island. Contact D/D Office with minimum of two weeks notice.

### **• training capability**

Three-day training sessions accomodating up to 30 participants. Contact D/D Office for information.

## **CONTACT:**

Mr. Matthew Scaffa  
Mathematics Supervisor  
C.S.B. District 31  
211 Daniel Low Terrace  
Staten Island, N.Y. 10301  
(212) 447-5281

Development Begun: 9/72  
USOE DRP Approval: 6/74  
Diffusion Start: 10/74

# PROJECT:

## ALPHAPHONICS READING READINESS TRAINING PROGRAM

### • description

ALPHAPHONICS is a success-oriented program that provides total reading readiness experiences for preschool, kindergarten, and primary grades. The lessons are geared to build a child's self-image and confidence. Teacher expectation plays an important part in the child's success. A high level of motivation is maintained throughout the lessons by the use of Astro, an invisible imaginary friend from Outer Space. To maintain suspense, he fills his "Astro Bag" each night for the children. The program teaches letter names and sounds in alphabetical order. Language development is stressed, as are listening, thinking, concepts, and other basic readiness skills. The program has been used successfully with a wide cross-section of income levels from low to high. Bilingual children use the program successfully. ALPHAPHONICS can be used as readiness for any reading series. The children begin reading as they continue in the lessons.

This program has been carefully devised to develop a child's independence and stimulate his interest by encouraging a high degree of teacher expectation.

### • target audience

Preschool, kindergarten, primary grades; all ability levels.

### • materials used

ALPHAPHONICS book includes 157 worksheets to be duplicated for classroom use and a detailed teacher manual with instructions for each lesson. Astro's Bag is also included. Astro doll is a optional motivational addition.

### • descriptors

early childhood education, bilingual/bicultural education, special education, reading, English language arts, basic skills, communication, parent involvement.

### • financial requirement

ALPHAPHONICS book and Astro's Bag \$29.95 per classroom (plus California sales tax and \$1.00 shipping and handling per book. No replacement costs except possibly (after much use) Astro's Bag at \$1.00 per bag. Optional: Astro doll, \$29.95 plus tax and handling.

### • program evaluation

The program was measured by standardized tests of reading readiness and reading achievement that were administered yearly as required by law and district policy. The ALPHAPHONICS group was significantly higher than controls at the end of kindergarten and grades 1, 2, and 3. Because of large mean differences (on the order of one standard deviation) between the two groups the differences seem to be caused by use of ALPHAPHONICS.

## **ADOPTION CRITERIA:**

**General Criteria:** Project looks for teachers interested in the success-oriented program based on high teacher expectation. Administrators need to be able to see value in this framework. Teachers need not have taught formal reading-readiness previously.

**Staffing:** May be implemented without special staff. Although training is highly recommended, teachers can initiate the program by carefully studying the manual and then receive training after program has been in use.

**Facilities/Installation:** Normal classroom.

**Training:** On-site visitation at project site is valuable when possible. Staff available for one- or two-day preadoption training and also for follow-up training; to be arranged.

**Television Training:** TV course ("What Do You Expect?") is offered to California State Colleges and Universities in Fall 1975. This television course can now be made available nationally. Also course on videotape may be available for district use.

For further information about instructional TV course, write:

Ted Salata  
California Instructional Television Center  
770 Welch Road  
Palo Alto, California 94304  
or telephone (415) 321-8809

## **ADOPTION SERVICES:**

### **• training materials**

Various brochures are available at no cost.

Audiovisual presentation soon available from National Audio Laboratory. Write project for further information on above.

### **• demonstration/visitation**

These are scheduled frequently at  
Ponderosa School  
South San Francisco,  
California.

Contact D/D office for schedule.

### **• training capability**

Training is available for all adopters. Contact D/D office for information.

## **CONTACT:**

Gretchen Ross, Project Director  
Ponderosa School  
San Francisco, CA 94080  
(415) 589-6272  
or

ALPHAPHONICS  
Box 2024  
San Mateo, CA 94401  
(415) 345-3006  
(415) 344-3147  
(415) 574-4824

Development Begun: 1968  
USOE DRP Approval: 1975  
Diffusion Start: 7/75

# PROJECT: HELP ONE STUDENT TO SUCCEED (HOSTS)

## • description

The HOSTS program is designed to improve the reading ability of students in grades K-12 and illiterate adults. Reading curricula have been modified through utilization of criterion-referenced tests, individualized reading profiles, and one-to-one tutoring. The program focuses on resources available in communities to help fight illiteracy and management procedures necessary to coordinate an effective reading program. As a result, reading instruction has been adapted to a personalized approach for each student.

Reading specialists diagnose student reading deficiencies, select appropriate materials and activities, assess students continuously, and give the directions to tutors who provide one-to-one instruction.

## • target audience

Kindergarten through grade 12 and adults; remedial reading; community volunteers and cross-age tutors provide instruction in reading.

## • materials used

Instructional materials have been identified and correlated by the HOSTS staff to the Fountain Valley Teacher Support System. HOSTS cross-referencing notebooks, ranging from readiness through junior high, are available at cost. A tutor training manual is also available at cost.

## • descriptors

reading  
tutors  
volunteers  
parent involvement  
diagnostic-prescriptive  
community involvement  
continuous progress  
behavior modification.

## • financial requirement

HOSTS has a start-up cost of \$115.45 per pupil and a continuation cost of \$12.73 per pupil per year. (Figures based on 1,000 target pupils.)

## • program evaluation

Program evaluation consists of both normative (achievement) and formative (individualized) tests, with major emphasis on the formative, due to individualized nature of program. Target student achievement scores indicate that, on average, students doubled their learning rate while in HOSTS. Specific gains by grade levels, analyzed by Northwest Laboratory, are available in a detailed report.

## **ADOPTION CRITERIA:**

### **General Criteria:**

Needs assessment.

Administrative commitment of adequate resources  
- human, physical, and financial.

Utilization of both formative and normative  
testing procedures.

Inservicing for all project personnel.

Willingness to serve as model for others.

Potential adopters will be asked to send key personnel to D/D site. Districts who remain interested will enter into an adoption agreement with D/D project, specifying goals and responsibilities for each.

### **Staffing:**

The key persons in HOSTS implementation are the reading specialist, his/her aide, and building principal.

### **Facilities/Installation:**

Adequate space for instructional materials (reading resource room) and one-to-one tutoring. Very little instructional equipment is needed beyond that usually found in schools.

### **Training:**

Adopter staff training is necessary. Five-day workshops are offered by HOSTS staff prior to implementation. Site of training is optional. Six days of technical assistance by HOSTS project director will also be granted to adopting districts beyond the initial training.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness (no cost)  
Tutor training manual  
(\$5.00)

HOSTS cross-reference  
notebook (\$75.00)

(correlates materials to  
Fountain Valley Manage-  
ment System).

### **• demonstration/ visitation**

Demonstrations/Visitations are scheduled frequently at HOSTS schools in Vancouver. Contact D/D. Please keep groups under 12.

### **• training capability**

Five-day training sessions will be held either in adopting district or at D/D site. Each training session can accommodate 60 teachers. Adjacent states and/or districts should plan joint sessions.

### **CONTACT:**

Bill Gibbons, Project Dir.  
Project HOSTS  
Vancouver School District  
5802 MacArthur Blvd.  
Vancouver, Wash. 98661  
(206) 694-1705

Development Begun: 7/71

USOE DRP Approval: 2/75

Diffusion Start: 7/75

# PROJECT: LEARNING TO READ BY READING

## • description

Multimedia system for teaching reading. Originally designed for adult males but applicable to remedial students from lower elementary through junior college levels. Training designed to captivate interest of students lacking self-motivation by offering early and continuing successful experiences with reading. Raises reading grade placement, motivates students to learn, improves their self-image, and creates comfortable learning environment. Program stresses both phonetic and sight vocabulary development. Read-along books, radio plays, filmstrips, and captioned movies are used individually or in small groups. "Reading with Symbols" utilizes teacher or aide monitoring of student oral reading. Easily adaptable to parent volunteers.

## • target audience

Grade 4-12 including adults. System applicable to all students below expected grade level, including non-readers.

## • materials used

Materials provided by program include, but are not limited to: reading with symbols books, Read-Along books, radio plays, symbols training booklets, student training filmstrips.

## • descriptors

continuous monitoring  
individualized programming  
small-group involvement.

## • financial requirement

Average cost per student is \$21.00. Items supplied consist largely of non-consumable materials. Total material costs for class of 30 students is \$630.00. Other costs for inservice training for administrators, professional consultation services, etc. may be negotiated on an individual basis.

## • program evaluation

Demonstrated success of this method has resulted in acceptance as a model program under "Right to Read" and funding for dissemination to all parts of U.S. Average gain of 2.2 years reading growth over 8 to 12 weeks instruction for groups has been demonstrated.

## **ADOPTION CRITERIA:**

General Criteria: Project accepts all students below 5.0 GPL, regardless of listed IQ or past educational failure. Multimedia system for teaching reading. Designed primarily for adult males but applicable to remedial students from lower elementary through junior college levels. Goals are to raise reading grade placement, to motivate students to learn, to improve self-image, and to create comfortable learning environment. Program promotes active effort to draw from total potential of each student. Numerous learning avenues are open to students and encouragement is given to select those that appeal to the individual.

Staffing: The number of teachers required to pilot the project will be contingent upon the number of reading programs the school or system encompasses and the extent or degree of reading upgrading needed. Though not essential, it is advantageous to have teacher aides or parent volunteers to assist and monitor student oral reading.

Facilities/Installation: Facilities and space found in any typical school will be adequate; spacing requirements for small-group and individual instruction can be worked out in regular classrooms and other locations within a school. Classroom should be provided with some learning carrels and individual cassette players equipped with headsets.

Training: A visit by an administrator and teacher to the project site prior to adoption is desirable. Advance notice of at least one week is required. Ideally, and from the standpoint of greatest advantage, training and demonstration through a prearranged symposium or workshop at the specific adopter site or within the broader area of utilization are required to properly introduce the materials, to insure effective application of methodology and to present simple yet inexpensive means of sustaining and broadening application of the entire system. Prior to implementation, 15 to 50 hours of inservice training are recommended, including simulations, demonstrations, and training in production of materials. Training sessions should be limited to 20 participants.

## **ADOPTION SERVICES:**

### **• training materials**

Various brochures, in-depth descriptive reports, and portfolios of specimen materials developed for workshop background study may be requested at no charge to potential adopters.

### **• demonstration/visitation**

Since Sierra Conservation Center is a correctional institution, advance notice must be given by any visiting individuals or groups. Names of all visitors must be listed. No visitors under 18 are allowed. Inservice training of potential users at producer site can be carried out only on weekends.

### **• training capability**

Training is available for potential out-of-state adopters as well as those within state. Contact D/D for information.

### **CONTACT:**

Philip K. Glossa, Director  
P. O. Box 497  
Jamestown, CA 95327  
(209) 984-5291  
(209) 532-3556 (residence)

Orval S. Hillman, Assistant  
P. O. Box 497  
Jamestown, CA 95327  
(209) 984-5291  
(209) 984-5741 (residence)

**• description**

Project PEGASUS-PACE attacks the problem of reading deficiency through a personalized, process-oriented program developed and implemented locally through a differentiated staffing organizational arrangement. The curriculum structure consists of performance objectives and corresponding diagnostic instruments within 17 sequential reading levels (K-early jr. high). Learners are grouped and sub-grouped according to established needs; personalized instruction employs a variety of approaches to teaching reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level. A resource file of Plans for Skill Development Activities (organized for rapid, average, and slower-attaining student) contributes to effectiveness of PEGASUS-approach. Activities have been developed by teachers in accordance with diagnosed needs of students.

No one teaching approach is either recommended or required; teachers may continue using any strategies they have found successful. A program is offered for diagnosing student learning deficiencies, selecting appropriate materials and techniques, and assessing student gains.

**• target audience**

Kindergarten through junior high; all ability levels. Children should speak English. Complete curriculum in reading.

**• materials used**

Adopting schools will be given permission to reproduce copyrighted materials. For all 17 levels, a Master Volume contains: objectives and skills check sheet; teacher guide and key; Learner-Use Diagnostic Instrument. For levels 9-16, Learner-Use Answer Sheets are also included.

**• descriptors**

differentiated staffing  
reading  
diagnostic prescriptive.

**• financial requirement**

Start-up costs on a trial basis will run approximately \$18.00 per pupil (based on 4,000 pupils). This includes the cost of hiring one person to function as a curriculum associate or coordinator. On a continuing basis after 1st trial year, costs will run about \$15.00 per child. Within a few years, this amount can be reduced to about \$12.00 per child or less.

**• program evaluation**

Attainment of project objectives was assessed through a Comprehensive Evaluation Design that tested each objective. In addition to meeting most core criteria, the project met a large number of expected non-linear-based objectives. The project was validated over a 3-year period in 4 schools with more than 1,000 pupils. At the target school, achievement scores had previously shown a steady trend of regression.

## **ADOPTION CRITERIA:**

**General Criteria:** Among criteria set for potential adopters are the following: Educational need by potential adopters should have been established through an ongoing needs assessment or a new study. Instructional personnel implementing the adoption should be involved in decision to adopt. Administration commitment should be demonstrated by: (1) investment of the human, physical, and financial resources necessary to begin and sustain program; (2) released time for staff development on scheduled basis; (3) funds budgeted for travel of key personnel to Developer/Demonstrator site.

**Staffing:** The program is implemented by classroom teachers rather than by special reading teachers. Although some specialized "curriculum associate" support is needed, this help can be provided by instruction-oriented building principals, supervisors or resource teachers already employed. Classroom instructional staff includes a coordinating teacher for each cluster of two grades, supported by teachers, associate and student teachers, and instructional aide.

**Facilities/Installation:** Facilities and space found in any typical elementary school will be adequate; spacing requirements for small-group and individual instruction can be worked out in regular classrooms and other locations within a school. No additional instructional equipment is needed beyond that usually found in elementary and middle schools.

**Training:** Some adopter staff training is considered necessary both prior to and during implementation. 3-day workshops are offered by PEGASUS-PACE staff prior to implementation. During each operational year, project staff will conduct a summer workshop, school-year seminars, and half-day inservice sessions. Adopter sites are expected to schedule release time on a regular basis for staff development.

## **ADOPTION SERVICES:**

### **• training materials**

Various brochures, in-depth descriptive reports, and portfolios of specimen materials developed for workshop background study may be requested at no charge to potential adopters.

### **• demonstration/visitation**

Demonstrations/visitations are scheduled frequently at PEGASUS-PACE schools in Tuscaloosa. Contact D/D office for schedule.

### **• training capability**

Training is available for potential out-of-state adopters as well as those within state. Contact D/D for information.

## **CONTACT:**

Dr. Marie Sinclair  
Project Director  
PEGASUS-PACE

Tuscaloosa Board of Educ.  
1100 - 21st St. E.  
Tuscaloosa, Ala. 35401  
(205) 758-3845

Development Begun: 7/71  
USOE DRP Approval: 4/74  
Diffusion Start: 7/75

# PROJECT:

## PROJECT CATCH-UP

### • description

PROJECT CATCH-UP is a laboratory program designed to provide remedial instruction in reading and mathematics to improve the skills of children who test in the lowest quartile in achievement in these areas. For each child laboratory staff members and classroom teachers together identify specific needs that are met with individualized instruction in the laboratory, utilizing a variety of instructional materials.

Teachers identify student needs by means of criterion-referenced testing. They select materials and methods to meet the needs from a wide variety of resources available in the laboratory. Each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

### • target audience

• Low achievers, grades K-6.

### • materials used

A wide variety of easily available instructional materials and equipment selected by teachers are available in the laboratory; however, it has been found that results can be achieved with limited resources if a diagnostic-prescriptive method is used in a success-oriented environment.

### • descriptors

reading  
mathematics  
parent involvement  
diagnostic-prescriptive.

### • financial requirement

Exclusive of equipping a laboratory, which has been (in the original project) any space from the size of a closet to a classroom, the costs of maintaining the program consist of the time of the professionals and assistants who offer the program and testing materials (averaging \$5 per child). These costs in California average \$350 per child.

### • program evaluation

The median Project Catch-Up student at each grade level has consistently for the past five years progressed at the rate of 1.5 in reading skills for each month spent in the program and has almost reached that rate of gain in the acquisition of math skills according to pre and post testing evaluation results.

Transiency: family movement of Title I students has approx. 1/3 that of others.

## **ADOPTION CRITERIA:**

**General Criteria:** Project staff are seeking districts that have:

- An administration interested in trying new approaches to remedial education
- A staff dedicated to a positive approach to working with children
- A school able to devote space, either a classroom or another specific area, to a laboratory
- A district willing to devote at least minimal funds to a new project
- A staff undisturbed by the concept of accountability.

**Staffing:** Staff members, including at least one part-time professional teacher, one instructional assistant, and parent associates are needed to staff the laboratory.

**Facilities:** A laboratory, either a classroom or a smaller but separate area. Minimum equipment is necessary to begin the program but a list of desirable items is available.

**Training:** Study of the awareness and training manual is essential and one visit by two representatives to a Project Catch-Up lab is desirable.

## **ADOPTION SERVICES:**

### **• training materials**

A single 3-ring binder supported by slides and cassettes includes:  
Project philosophy  
Preservice-inservice  
Student selection - Testing  
Lab management guide  
Criterion-reference instr.  
Staff relationship guide  
Inst. matls. & equip man.

### **• demonstration/visitation**

Oct. 15, 1975, at Project Catch-Up site. Two-day schedule recommended (Friday observation; Saturday morning workshop).

### **• training capability**

On-site training in Project Catch-Up labs available after 10/15/75.

Scheduling children  
Offering instruction  
Measuring progress  
Encouraging motivation  
Involving parents.

## **CONTACT:**

Ms. Fay Harbison, Dir.  
Newport-Mesa Unified  
School District  
1601 Sixteenth Street  
Newport Beach, CA 92660  
(714) 556-3300

Development Begun: 2/68  
USOE DRP Approval: 6/75  
Diffusion Start: 7/75

# PROJECT:

## PROJECT INSTRUCT (Instructional System for Teaching Reading Using Continuous-Process Technology)

### • description

Project INSTRUCT, a systems approach to prevent reading failure, correlates the reading, spelling, and handwriting program and monitors each child individually until the array of skills that extend from prekindergarten to advanced complex levels of decoding are mastered. Instruction is individualized through short-term, teacher-directed, small-group interactions designed to focus on student skill needs. The instructional cycle has four steps: (1) pretesting; (2) grouping students according to skill needs; (3) delivering instruction by teachers and materials to permit various learning experiences; and (4) posttesting after instruction. In addition to the skills and monitoring system, teachers are provided with a resource index of commercial material, procedures for establishing a central materials center for ease and efficiency of teacher retrieval of appropriate materials, direct teaching activities, games, and take-homes, plus procedures for developing a program of volunteers.

### • descriptors

reading  
monitoring system  
early childhood  
correlated spelling and  
reading program  
instructional materials.

### • financial requirement

Initial cost per learner is less than \$5.00 (exclusive of training) and less than \$2.00 for renewal cost at current printing rates. Training costs vary according to degree of implementation and are considered an essential portion of the initial cost. No new reading teachers must be hired and few materials must be purchased.

### • target audience

Kindergarten through grade 3; low achievers in grade 4.

### • materials used

Adopting schools are encouraged to use existing reading program materials, as well as existing supplementary teacher-made and commercial materials, in addition to the materials designed by Project INSTRUCT. INSTRUCT materials include: Implementation Manual, Teacher Resource Book, Mastery Tests, Games Book, Take-Home Materials, Programmed Words, Materials Organization System, Student Profile Cards, and Parent-Assisted Learning Program Manual.

### • program evaluation

Evaluation of student performance indicated higher achievement in the 9 schools using the program and significantly better performance in Title I schools when compared with appropriate control groups. Results of the school-by-school Metropolitan Achievement Tests indicate INSTRUCT schools exceeded the city-wide average in Lincoln in all reading related tests. The results of this analysis were confirmed by a second study including 120 randomly selected students from control schools.

## **ADOPTION CRITERIA:**

**General Criteria:** The INSTRUCT staff seeks to train potential adopters who have both administrators and teachers interested in improving reading and spelling achievement through the systems approach. Successful implementation is based upon the interaction of many local staff members fulfilling different roles. Administrative commitment should be demonstrated by willingness to comply with INSTRUCT's Local Adoption Plan which provides documentation of the adopting agency's plans for adoption and implementation. The plan includes these decision-making components to be agreed upon by the staff and completed by the administrators: Letter of Intent, Memorandum of Agreement, Assignment of Staff Responsibilities to INSTRUCT, Phase I and II Implementation Timeline, and Phase I and II Implementation Plan.

**Staffing:** INSTRUCT is implemented by classroom teachers and remedial reading teachers along with the support of the administrative staff. In recognizing the value of volunteer assistance, adopting schools are encouraged to make use of volunteers in the program.

**Facilities/Installation:** Project INSTRUCT was designed with the goal of making use of facilities typically found in elementary schools. Classrooms are used to provide instruction, and available space in any convenient area is recommended for use as a materials center.

**Training:** Training offered to adopting schools runs 2 to 5 days, depending on extent to which program is to be implemented. Adopting schools have the option of releasing all involved teachers for training or releasing key teacher(s) to be trained by INSTRUCT staff. Key teacher(s) are trained not only to implement the program but to train colleagues in the local school. Administrators are expected to attend and be a part of the decision-making process of implementation. Maintenance training for adopting schools by INSTRUCT is offered on a continuing basis.

## **ADOPTION SERVICES:**

### **• training materials**

Materials such as brochures, description of program and materials booklet, and in-depth descriptive reports are available to potential adopting agencies.

### **• demonstration/visitation**

Demonstration/visitations are scheduled at Project INSTRUCT schools both in and out of Lincoln. Contact D/D office for schedule.

### **• training capability**

Training is available to selected potential out-of-state adopters as well as those within the state. Contact D/D office for more information.

## **CONTACT:**

Ms. Mary Lou Merdan, Dir.  
Lincoln Public Schools  
720 South 22nd Street  
Lincoln, Neb. 68501  
(402) 475-1081, ext. 243

Development Begun: 7/70  
USOE D/P Approval: 6/75  
Diffusion Start: 7/75

**• description**

Project R-3 was designed in 1967 jointly by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State College. It includes a curriculum that interrelates reading and mathematics with reinforcement through gaming/simulation, intensive involvement (a 3-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive, individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning and the decision-making process.

**• target audience**

Project R-3 serves the entire student population at the seventh grade level, progressing with them to eighth and ninth grades.

**• materials used**

Gaming/simulation activities with an emphasis on careers are available at low cost. Individualized mathematics contracts are available for a nominal fee. The reading contract process can be adopted/adapted at no cost.

**• descriptors**

Diagnostic/Prescriptive Individualized Instruction, Heterogeneous Grouping, Team Planning by Staff.

**• financial requirement**

Cost will vary in school districts: Basic materials related to a reading program at the secondary level can be utilized. Special math contracts prepared in R-3 cost approximately \$350 per year (1974-1975) for a student population of 250. Other costs relate to reproduction of gaming/simulation activities, contracts, and the salaries of secondary instructional aides.

**• program evaluation**

Process evaluation is conducted by classroom observation, parent and student attitude questionnaires. An outside evaluator is contracted for product and process evaluation.

## ADOPTION CRITERIA:

General Criteria: Teachers in Project R-3 must be able to work constructively as team members with other teachers and aides; to relate to parents and involve them in project activities; to individualize instruction; to motivate students and make learning relevant through gaming/simulation activities; to continually diagnose student needs; to maintain an informal classroom atmosphere; to make available a wide variety of materials organized by difficulty level.

Staffing: Three reading teachers (language arts), three math teachers, and three gaming/simulation teachers each with an instructional aide are required to serve a student population of 250. A project director and secretary/reproduction clerk are needed. Daily teacher/aide planning sessions are necessary to carry on the continuous inservice training and team approach to problem solving. Common preparation within the components of mathematics, reading, and gaming/simulation are helpful.

Facilities/Installation: Facilities required depend on what aspects of the program are adopted. Tables and chairs are necessary to play the educational games and simulations, which should be given priority. Replication sites must reproduce and use sets of special R-3 games/simulations modified to meet the specific needs of their student population.

Training: Reading and mathematics teachers should have a knowledge of diagnostic/prescriptive approach to individualized instruction. All staff should develop expertise in gaming/simulation. Approximately 50 hours of inservice work is accomplished by each staff member in a given year. Due to limited staff and budget, most training must take place on project site.

## ADOPTION SERVICES:

### • training materials

Program description, evaluation reports, Annotated Index of Gaming/Simulations are available at no cost. Audio-visual presentation available on loan.

### • demonstration/visitation

Visits are scheduled at the convenience of project staff. Arrangements should be made in advance by contacting project director.

### • training capability

Due to limited staff and budget, most training must take place on project site.

## CONTACT:

Ms. Pauline E. Perazzo  
Project Director  
PROJECT R-3  
Herbert Hoover Jr. High  
School  
1450 Naglee Avenue  
San Jose, CA 95126  
(408) 287-1111

Development Begun: 1967  
Right to Read: 1972  
USOE DRP Approval: 1974

## • description

The P.A.L. Project, a Title I program, has reading improvement as its primary objective. This is accomplished through individualized instruction utilizing many motivational techniques. The secondary objective, to improve attitudes toward school and self, involves use of diverse image-building activities. Management strategies have been developed to provide a sound structure for the program. Techniques to gain parent involvement have been successfully implemented as a vital necessity. A staff development plan and materials are also part of P.A.L.

P.A.L. uses a wide variety of materials, equipment, methods, and activities to meet each student's needs. Every child is encouraged to advance at his own rate, according to his personal learning mode, with materials on his level.

## • target audience

For students in grades 1-12 who are deficient in reading skills and have poor attitudes or low self-concept. Also parents of project students, project administrators, and teachers and aides.

## • materials used

Materials include: Instructional Program Kit contains description of educational program along with teaching units and ideas; Program Management Manual covers planning, implementation, operation, evaluation, and dissemination of P.A.L.; Staff Development Kit describes teacher and aide training; and Parent Involvement Guide provides techniques for involving parents for service and advice.

## • descriptors

reading, affective education/personal development, parent and community involvement, teacher training, management techniques.

## • financial requirement

Instructional program costs depend upon resources already available within district, but begin and continue at a minimum of \$10.00 per pupil. The management portion costs nothing. The parent involvement section ranges from zero to \$2500.00

## • program evaluation

For each school year in the program the average P.A.L. student gains more than one year in reading skills (1.1 in comprehension and 1.4 in vocabulary) according to a standardized reading test. District-developed surveys indicate substantial improvement in attitude and self-concept. Parents and students rate the program high on district-developed questionnaires.

## **ADOPTION CRITERIA:**

General Criteria: P.A.L. seeks potential adopters who meet the following criteria:

- 1) instructional staff willing to grow and desiring to meet needs of each student;
- 2) administrative staff supportive of change and ongoing total-group decision-making; and
- 3) all staff committed to implementing strong parental involvement.

Administrative support should be exemplified by commitment of necessary human, physical, and financial resources. Instructional and administrative personnel implementing P.A.L. should be integrally involved in decision to adopt.

Staffing: Classroom teachers who have demonstrated expertise in teaching reading may be used in lieu of special reading teachers. Aides may or may not be necessary, depending on number and type of children served. Any qualified administrator may provide necessary management support.

Facilities/Installation: No facilities or equipment are necessary beyond those normally found in a school.

Training: Training must be held prior to adoption and include parents, proposed project staff, and administrators. This may run from one to three days, depending on local needs. During each operational year, adopter sites are expected to schedule released time on a regular basis for staff development.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochures; four in-depth information kits, and slide-tape presentation available at no charge.

### **• demonstration/visitation**

Visits are regularly scheduled for the second and fourth Wednesdays of each month and at other times upon request. Contact D/D to set up visits.

### **• training capability**

Training available for potential adopters on a one-, two-, or three-day basis according to district or area needs. Contact D/D for further information.

## **CONTACT:**

Mrs. Carolyn Tennant  
Special Programs Consultant  
Adams County School District #12  
10280 N. Huron Street  
Denver, Colo. 80221  
(303) 451-1151

Development Begun: 7/65  
USOE DRP Approval: 1/73  
Diffusion Start: 9/74

# PROJECT: RIGHT TO READ

## • description

Right to Read is not a program but a major effort to eliminate illiteracy and turn kids on to learning. The main thrust of the Wilson Jr. High School program, which serves the students of an inner city, is to train teachers in a diagnostic prescriptive approach to teaching reading, and to help them use appropriate reading materials in their classrooms. Teacher assistants, community volunteers and over 90 ninth grade tutors assist teachers in carrying out individual student reading programs. Students whose reading skills are particularly low attend special centers where they receive intensive individual attention. Content in English and social studies is individualized to heighten student interest and to insure that students receive only course materials they are capable of reading.

Using a diagnostic-prescriptive approach content area teachers use and adapt various instructional methods based on the level of the students.

## • target audience

Jr. high, middle school or high school.

## • materials used

California state-adopted material, teacher developed material, paperback and multimedia material.

## • descriptors

Reading,  
Staff development,  
Cross-age Tutoring,  
Community Involvement,  
Diagnostic-Prescriptive  
Teaching.

## • financial requirement

None or little cost to user site. Must be willing to reevaluate cost effectiveness of your current program. Each visitation to demonstration site would be at adopter expense.

## • program evaluation

California Test of Basic Skills (CTBS) was administered on a pre posttest basis. Evaluation data show that over the 6-month period between pre and posttesting, the average growth in vocabulary was 11 months or 1.8 months growth for each month of instruction. On the comprehension test, the average growth was 18 months or 3.0 months growth for each month of instruction. The total reading skill score indicated that the average growth in achievement was 14 months or 2.3 months for each month of instruction.

## **ADOPTION CRITERIA:**

**General Criteria:** Be supportive of state and local Right to Read efforts. Be capable of responding to new thrusts in education to meet changing priority needs of learners. Be willing to reevaluate the cost effectiveness of your current program. Be willing to involve the community in your planning, implementation, and evaluation.

**Staffing:** May be implemented without special staffing, however, release time to key teachers for on-site staff development is essential to program success.

**Facilities:** Use of existing facility is adequate; however, additional space for tutors, community volunteers, and staff-developed activities should be provided.

**Training:** Training is designed to meet each adopting district's needs. State Right to Read director, state facilitators, and Wilson Jr. High personnel will assist in training.

## **ADOPTION SERVICES:**

### **• training materials**

Brochure, packets, film strip, and cassette, involvement handouts for tutors, volunteers, and community. Right to Read film available (Nov. '75); needs assessment packets available state Right to Read director.

### **• demonstration/visitation**

Visits scheduled on Tuesdays. Confirmation of visitors requires two weeks advance notice. Limit 15 people per visit: 45 minutes orientation; 1 to 2 hours observation and information sharing.

### **• training capability**

Training available at Wilson but must be funded by the adopting site. Training is designed to meet each adopting district's needs. State Right to Read director will assist in needs assessment and program planning.

### **CONTACT:**

Mr. John Mason Hill  
Program Coordinator  
Right to Read  
Woodrow Wilson Jr. High  
3838 Orange Avenue  
San Diego, CA 92105  
(714) 280-1661, ext. 22

Development Begun: 1/71  
USOE DRP Approval: 5/75  
Diffusion Start: 8/75

# PROJECT: SDR: Systems Directed Reading

## • description

Systems Directed Reading's goal is to improve students' word attack and reading comprehension skills. Each student's needs are identified by teachers and reading specialists. The classroom model uses a differentiated staffing pattern in which unit leaders direct unit teachers and instructional aides. A nongraded format is anchored by a basal series and assisted by a 1000-item skills bank in each school. All classrooms have Systems 80 reading machines and listening centers. Each school also has a diagnostic reading center that enrolls approximately 50 pupils (grades 1-5) who have developmental reading problems.

The project supports a wide variety of teaching and learning styles. The approach is aimed at children's learning modes.

## • target audience

Primary focus has been kindergarten through 5th grade (all ability levels), but middle schools can use the program in language arts classes.

## • materials used

Word attack and comprehension skills hierarchy, skills banks are available and can be purchased and adopted separately.

## • descriptors

crossgrade grouping  
reading  
parent involvement  
diagnostic-prescriptive  
differentiated staffing  
mainstreaming

## • financial requirement

Monetary costs depend upon degree of adaptation. Phase-in over a 3-year period is recommended. Year one costs normally range \$4.00-\$6.00 per pupil.

## • program evaluation

Evaluation data show that SDR reading procedures have decreased the number of reading problems by 73%.

## **ADOPTION CRITERIA:**

General Criteria: Educational need by potential adopters in the area of reading should have been established through ongoing needs assessment. Classroom teachers should be involved in decision to adopt. Administrative commitment should be demonstrated by: (1) investment of time, human and financial resources necessary to begin and sustain the program; (2) released time for staff for training, (3) funds for travel to D/D site for awareness visit; (4) contacting State Facilitator for financial help.

Staffing: SDR may be implemented by classroom teachers with or without the help of instructional aides. The help of a reading teacher will add to program.

Facilities Installation: Facilities and space found in any typical elementary school will be adequate; spacing requirements for small-group and individual instruction can be worked out in a regular classroom.

Training: Some adopter staff training is necessary prior to implementation. 2-day workshops are offered by SDR staff prior to implementation. Inservice workshops are conducted all year.

## **ADOPTION SERVICES:**

### **• training materials**

Various brochures:  
Overview  
Reading Taxonomy  
Reading Skills Hierarchy  
Pupil Profile Card  
Kindergarten Handbook  
Preschool Games Book  
Portfolios of specimen materials

### **• demonstration/visitation**

Awareness visits are scheduled on Mondays and Wednesdays at Harley Holben Elementary, Elkhart, Ind.

### **• training capability**

Training is available for potential out-of-state adopters as well as those within the state. Contact D/D office for information.

## **CONTACT:**

Ms. Betty Warner, Director  
Baugo Community Schools  
29125 (R4) Co. Rd. 22 W  
Elkhart, Ind. 46514  
(219) 294-5311

Development Begun: 9/71  
USOE DRP Approval: 6/74  
Diffusion Start: 9/74

# career/vocational education



## • description

Occupational Versatility is a method whereby students learn in an exploratory industrial arts program. Throughout this learning procedure, the educator creates the scene for the learner to function and provides counsel. The learner is responsible for selecting, directing, managing, and evaluating his/her performance. The degree of learner responsibility increases as he/she progresses through the program.

Facilities provide opportunities for work in areas that include, but are not limited to woods, plastics, power, electricity/electronics, sheet metal, wrought iron, forge and foundry, welding, graphics, drawing, career information, and general industries.

Classes are heterogeneous, composed of boys and girls from different grade levels. Two or three instructors form a teaching team to supervise student activities. Students have access to a variety of information resources, in addition to instructors and more experienced peers.

## • target audience

Middle school and/or junior high.

Method has also been applied in elementary and senior high and in the areas of art and home economics.

## • materials used

Student management records:  
-attendance and time utilization  
-material purchases-planning records  
-equipment operation  
-performance operation

Project plan sheets - Skill units

Self-instructional materials

A document prepared for adopters contains all material and a step-by-step installation procedure; available through State Facilitators and/or State I.A. Supervisors.

## • descriptors

vocational education  
career education  
industrial arts  
problem solving  
cross-age grouping.

## • financial requirement

Installation costs vary greatly as they depend on what is now available and what degree of program a district wants. Installation manual has a section for an adopter to determine the cost of desired program.

## • program evaluation

Evaluation data show that participants in the Occupational Versatility method more significantly increase their abilities of self-sufficiency, adaptability, and productivity than students in a teacher-directed industrial arts program. Their attitudes were also superior and their knowledge and skill gains comparable.

## **ADOPTION CRITERIA:**

General Criteria: Awareness by community (teachers, administration, parents, students) of goals and objectives of Occupational Versatility.

Belief that students can and will accept the responsibility of selecting, directing, managing, and evaluating their educational pursuits.

Willingness of staff for extra effort to learn, facilitate, and practice Occupational Versatility (student-managed learning) method.

Commitment by school board and administration adequately to fund and support program.

Staffing: May be implemented without special staff. After training, regular classroom teachers should be able to teach in the Occupational Versatility method. Surveys indicate that 97% of industrial arts teachers would like to practice this method.

Facilities/Installation: Facilities required depend on aspects the program adopted. The student-managed method of learning requires that students can perform with ease and convenience the selection, direction, management, and evaluation of their activities. This development is explained in detail in the installation manual.

Areas the student is able to explore in are flexible. The more activity areas, the more comprehensive the student exploration. But the more activity areas, the more costly and complex the program.

Individual adopters must determine their own capabilities.

Training: Complete training consists of three aspects:

Reading and understanding installation manual.  
A workshop on student-managed learning.  
A week of inservice at a demonstration school.

All aspects are desirable but a district may be able to adopt with limited training.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochure  
Installation manual  
(available 1-1-76 via  
State Facilitator or  
State I.A. Supervisor)  
Materials available from:  
Institutional Systems  
400 Reed Street  
Santa Clara, CA 95050  
(408) 249-2796

### **• demonstration/visitation**

Visits may be made at any time to a Seattle area school. Training sessions at these schools should be scheduled. Demonstration programs are being established across U.S. Contact State Facilitator, State I.A. Supervisor, or Project O.V. for location near you.

### **• training capability**

Training is designed to meet each adopting district's needs. Adopters may work with project staff and State Facilitator to develop a format specific to their planned program.

### **CONTACT:**

Mr. John Lavender, Dir.  
Occupational Versatility  
Highline Public Schools  
15675 Ambaum Blvd., S.W.  
Seattle, Wash. 98166

Development Begun: 8/69

USOE DRP Approval: 5/73

Diffusion Start: 8/73

# PROJECT: VOCATIONAL READING POWER PROJECT

## • description

The goals of the VOCATIONAL READING POWER PROJECT are to (1) minimize or eliminate the communication-learning gap arising from differences in student reading abilities and text-reading demands in vocational education; (2) enrich teacher knowledge, attitudes, and skills as they relate to text utilization and reading-related activities; and (3) augment cognitive learning in vocational education. The project has attempted to reach these goals through development of teacher training materials and vocational student reading support materials, plus extensive work with personnel representing various commercial publishing firms. In addition, the project has worked with preservice training institutions in an effort to incorporate our teacher training materials at that level.

The project has developed 27 auto-instructional modules on teaching Reading in Content Areas (RCA's). These modules were developed for teacher training either on an auto-instructional basis or in a workshop/seminar mode. 32 Occupationally Specific Key Word Glossaries representing 32 occupational areas have been developed for student reading support.

## • target audience

Any vocational secondary and postsecondary training program. The Reading in Content Area Modules (RCA's) may be used in general secondary staff development programs.

## • materials used

Adopting districts will receive: Teacher Training: (1) 27 modules on Teaching Reading in Content Areas (2) Informal Classroom Reading Inventories; (3) Readability Analysis; (4) Vocabulary/Language Development.

Student Materials: Occupationally Specific Key Word Glossaries for 32 different occupational areas.

## • descriptors

reading, vocational education, teacher training, industrial arts, alternative education, planning

## • financial requirement

Exclusive of training costs, per-pupil start-up costs are \$15.00 and up, depending on extent of involvement and number components and materials adopted.

## • program evaluation

Evaluation data indicate general reading growth, as well as growth in knowledge of occupationally specific language. Growth is demonstrated on teacher attitudes and knowledge of text utilization and reading-related activities.

Tests: Gates-MacGinitie Survey F, Occupationally Specific Vocabulary Indices, RCA modules' pre-post teacher training tests.

## **ADOPTION CRITERIA:**

General Criteria: Among the criteria established for potential adopter/adapters are:

Minimum of one person at adopter/adapter site with background in curriculum development and/or reading who would act as director/ coordinator. Additional specialized personnel could be needed depending on components adopted.

Administrative commitment demonstrated by arrangement for obtaining (a) financial resources, (b) released time for staff training, (c) materials required for adoption, and (d) funds budgeted for travel and per diem costs for D/D training and technical assistance.

Staffing: The program is implemented by classroom teachers; however, for ease of implementation and better coordination, a person with curriculum or reading background should be designated as director or coordinator.

Facilities: Minimum of one office and available space for workshops/seminars. Space found in a typical vocational or secondary classroom is adequate.

Training: Adopter staff or adopter site trainers will be trained by members of D/D staff for a period of 2 to 3 days at adopter site. Additional time may be needed for follow-up or technical assistance depending on needs of adopting district.

## **ADOPTION SERVICES:**

### **• training materials**

Training packages on (1) Testing, (2) Readability Analysis, (3) Teacher Survey, (4) Vocational Instructional Materials (VIMS), (5) Occupationally Specific Key Word Glossaries, (6) Reading in Content Area Modules (RCA's).

### **• demonstration/visitation**

Demonstrations/visitations may be arranged at D/D site by contacting in advance (minimum of 2 weeks) Director or Associate Director.

### **• training capability**

Training available for a few more potential adopters 1975-76 school year. Contact D/D office for information.

## **CONTACT:**

Dr. Roy J. Butz, Director  
(313) 858-1940

Mrs. Lynne E. Gunabalan,  
Associate Director  
(313) 858-2189

Vocational Reading Power  
Project  
Oakland Schools  
2100 Pontiac Lake Road  
Pontiac, Mich. 48054

Development Begun: 7/71  
USOE DRP Approval: 4/74  
Diffusion Start: 7/74

# early childhood/pre-school



# PROJECT: ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION

## • description

ADDED DIMENSIONS TO PARENT AND PRESCHOOL EDUCATION has expanded activities of a suburban, public school prekindergarten program comprising 24 centers for 3 and 4 year olds. To a program focused in 5 developmental areas were added early intervention techniques, in part based upon developmental screening and home visits. Pre and post screening and assessment preferably are done at home. Preschool program implemented through differentiated teacher staffing and use of parents and others as teaching aides and bus supervisors. Parent involvement extends beyond the classroom; e.g., teacher-led discussion groups and individual conferences and advisory council service. The program can be economically self-supporting, while maintaining a 2 1/2-hour, 2-day-a-week program and a staff/child ratio ranging from an approximate low of 1/7 to a high of 1/10. Utilization of well-trained paraprofessionals should provide quality program within the means of most families.

Projects builds on belief children need prekindergarten experience, involving parents recruited for center work. Senior citizens/high school students also aid. Home visits by teacher assistants; during first, Denver Developmental Screening Test (DDST) is given. Individualized programs for children with lags in personal, social, language, gross or fine motor development. Multiply handicapped referred to 8 special education classes.

## • target audience

All children, ages 3 and 4, and parents. Present enrollment 2,900, or 40% of all county children ages 3 and 4.

## • materials used

Standard preschool materials/equipment. Denver Developmental Screening Test and Manual, revised (1970 ed., W.K. Frankenburg, M.D., et al., Univ. of Colo. Medical Center, 4200 E. 9th Ave., Denver Colo. 80220). Project-assembled Play Materials Lending Library enables parents to use educational materials at home; parents encouraged to construct homemade materials.

## • descriptors

Early childhood education, screening, diagnostic prescriptive, early diagnosis of disabilities, communication, parent involvement group counseling, differentiated staffing, home teaching, and interdisciplinary.

## • financial requirement

Cost per child per year is estimated at \$153. Cost of one preschool center (160 children), with a home visiting component, estimated as \$25,120. Estimated income from tuition (based on 150 children paying \$17/month for 9 months) equals \$22,950, allowing for 10 tuition waivers. Initially, there would be a negative differential of over \$2,000; but as much of same equipment can be used yearly, the program should soon be self-supporting.

## • program evaluation

Validity studies showed paraprofessionals using the DDST correctly identified abnormal children 92% of the time. Comparison of initial test results with test given at the end of the year showed that benefits were derived from this early identification and subsequent intervention through individualized programming.

## ADOPTION CRITERIA:

General Criteria: Preschool program seeks those who fervently believe prekindergarten experience important and parental involvement the key to beneficial development. Ideally, people include parents and several influential school administrators. Public relations policy providing exposure in school newsletters and local papers especially necessary when preschool in beginning stage. Volunteers on parent advisory committee invaluable in charting directions and running interference for staff "non-believers." When more than three preschool centers develop, supervision and coordination are important to maintain high standards.

### Staffing: Training requirements

Head Teachers: State certification with early childhood education emphasis; 10 hours in group discussion methods.

Teacher Assistants: Inservice training, minimum 10 - 15 hours, by resource specialist: 6 quarter hours in early childhood education; 10 hours in developmental screening; 3 hours in home visiting. Ongoing inservice in centers and district-wide for all staff in methods and techniques in early childhood education. Adopters should schedule released time for staff training. No teaching on Fridays enhances both training and other planning possibilities.

Facilities Installation/Organization: Facilities and space used in churches, cottage schools, and elementary schools, with groups moved into schools as space permits. If school/church not available, public building will suffice. Advisable to remain part of public school for overall supervision, hiring of personnel, and use of other supporting services. Offering screening and diagnostic aid to young children via preschool setting should always be included. Also include from inception home visitation/parent education. A preschool may be combined with an existing kindergarten: 30 children, ages 3-6 would share a common classroom, teacher, and aide(s); progress according to maturity levels. Kindergarten children attend daily, but preschoolers only 2 days/week. Such combinations appear advantageous to children; also assist in financing since kindergarten shares costs of equipment/salaries. However, disadvantage is parent involvement less due to lack of teacher time. Tuition may be charged when state laws discourage use of public monies for prekindergarten.

## ADOPTION SERVICES:

### • training materials

Descriptive brochure and project booklet: no cost.

#### Early Childhood Program

Guide-First Level (Revised): \$7.50. Teacher and Parent Handbook: \$2.50. Toy Lending Library Manual: no cost. Parent Involvement Handbook: in development.

### • demonstration/visitation

One-day Awareness Workshops in Lakewood, Colo., near Denver, available for potential in-state and out-of-state adopters, on the second and fourth Tuesdays of Oct. and Nov., 1975, and Jan. 1976.

### • training capability

A minimum of two days training at adopter sites, with follow up as necessary on site, also available.

## CONTACT:

Mrs. Betty Benjamin  
Early Childhood Coordinator  
Jefferson County Public Schools  
1209 Quail Street  
Lakewood, CO 80215  
(303) 237-6971 ext. 346

## • description

Project COPE, a comprehensive early learning program, is designed to enhance the intellectual, language, and socio-emotional development of participating children. Based on the child's skills and development at entry, he/she attains progressively more advanced objectives through use of hierarchically sequenced instructional levels. The program's activities are divided into two complementary domains: the developmental curriculum and the achievement curriculum. The developmental curriculum includes activities to facilitate growth in perceptual-motor, conceptual-language, and socio-emotional development areas. The achievement curriculum contains units of instruction in five areas: reading, mathematics, science, social studies, and health/safety. Program objectives are pursued in varied learning situations including individualized instruction, small- and large-group, instruction, and free-inquiry experiences.

## • descriptors

early childhood education  
diagnostic-prescriptive learning disabilities  
basic skills preception.

## • financial requirement

Start-up costs will run approximately \$70.00-\$80.00 per child for equipment and supplies. This figure is based on the operation of two classes. Continued yearly maintenance will run about \$30.00 per child.

## • target audience

COPE is appropriate for use with prekindergarten, kindergarten, and transitional first-grade students. Children from low- and middle-income families and those with specific learning disabilities have successfully participated in COPE.

## • program evaluation

In data for two years, participating children demonstrated respectively gains of 3.20 & 2.61 months/month of attendance as measured on the Slosson Intelligence Test. In these years statistically significant gains were achieved in language development as measured by the Peabody Picture Vocabulary Test, the Verbal Language Development Scale, & in socio-emotional development as measured by the Vine Social Maturity Scale.

## • materials used

Instruction manuals for both the developmental and achievement curricula are available. These may be adopted/adapted together or as separate units.

## ADOPTION CRITERIA:

General Criteria: Criteria set for potential adopters include: Education need by potential adopters should have been established through an ongoing needs assessment or a new study. Instructional personnel implementing the adoption should be involved in the decision to adopt. Administrative commitment should be demonstrated by: (1) investment of the human, physical, and financial resources necessary to begin and sustain the program; (2) released time for staff development on a scheduled basis; (3) funds budgeted for travel of key personnel to D/D site.

Staffing: Project COPE is designed to be implemented by classroom teachers who have undergone adopter staff training. One classroom teacher and two full-time teacher aides are required to fulfill a 1:8 adult-pupil ratio. Specialized staff not required to implement the program. Aides may be parent or adult volunteers or college or high school students participating as a requirement of their instructional program.

Facilities/Installation: Facilities and space found in most typical elementary schools will be adequate. Within the space available, arrangements can be made for individualized and small- and large-group learning experiences. A list of suggested instructional materials is provided by Project COPE. No instructional equipment is needed beyond that usually found in elementary schools.

Training: Staff training is necessary prior to adoption/adaptation of Project COPE. Training is provided within the format of a workshop designed to involve teachers and administrators in the process of curriculum adoption/adaptation, implementation, evaluation, and reconstruction as a vehicle for piloting and institutionalizing Project COPE in their schools and communities.

## ADOPTION SERVICES:

### • training materials

Various awareness materials are available gratis. An in-depth descriptive booklet and audiovisual presentation will soon be available at cost for potential adopters/adapters.

### • demonstration/visitation

Demonstrations/visitations are scheduled frequently at Project COPE. Contact Developer/Demonstrator office for schedule.

### • training capability

Training Workshops are available for potential adopters/adapters. Contact Developer/Demonstrator office for information.

## CONTACT:

Dr. Russell A. Dusewicz,  
Director

Ms. Mary Ann O'Connell,  
Training Coordinator  
Project COPE

Educational Devel.: Center  
110 W. Rosedale Avenue  
West Chester, Pa. 19380  
(215) 436-2517

Development Begun: 8/72  
USOE DRP Approved: 5/75  
Diffusion Start: 7/75

**• description**

The project focuses on high-risk 1st-grade pupils through an individualized diagnostic-prescriptive curriculum. High-risk children are those who have normal capacity to learn but who begin 1st grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development. The project seeks to develop in these pupils the perceptual, cognitive, and language skills needed to respond successfully to beginning reading instruction. Classrooms are established as primary learning laboratories in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic-prescriptive teaching skills and individualizing instruction.

Using results of prereading assessments, the teacher prescribes for prereading perceptual needs. Reinforcement, self-correction, self-direction for learning, prereading and listening skills are interwoven in a full-day 1st-grade program that includes small-group reading instruction.

**• target audience**

Primarily for identified 1st-grade pupils, but can be successfully used with primary learning-disabled children or any child whose prereading perceptual skills development has limited beginning reading.

**• materials used**

Curricular materials ordinarily in use in a 1st-grade program are used in ECPC approaches. Materials are coded to assessment system so that all children have educational prescriptions to enhance learning to read. Materials include: Teacher Guide, Catalog of Instructional Resources, Games Guide, Listening Lessons Guide, and Implementation Manual.

**• descriptors**

diagnostic-prescriptive  
beginning reading  
early childhood  
teacher training.

**• financial requirement**

Commercially produced tests must be purchased. A diagnostic-prescriptive assessment system developed by the project is provided to adopters. Basic equipment and material costs will vary depending on existing resources. A suggested minimal list is provided. Redirection of existing fiscal resources rather than added cost is the fiscal key. Reduction of student:teacher ratio to 20:1 and cost of para-professional aide must be considered.

**• program evaluation**

Cognitive Abilities Test and Clymer-Barrett Pre-reading Battery are pre- and post-test measures. Post-test with Stanford Achievement Test, Paragraph Meaning is also used. Matched and random control populations scored statistically significantly lower on post-tests.

## ADOPTION CRITERIA:

General Criteria: Any school teacher or administrator concerned about the high rate of failure in learning to read among the 1st-grade population should be interested in the ECPC program. Teachers who are capable and not afraid to try a new approach to help children learn will derive satisfaction from implementation.

Staffing: Any experienced primary teacher may implement the program following training. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher when needed. A full-time paraprofessional aide is required for full implementation.

Facilities/Installation: Any primary classroom can be used to create a pupil learning-centered environment. No special equipment is necessary, but a kidney-shaped table, listening stations, and tape recorders are helpful in facilitating small-group and individualized instruction.

Training: Attendance at a 5-day workshop is essential to obtain the necessary information and experiences to adopt the program. Training included practical experience with use of systematic approaches to a diagnostic-prescriptive curriculum.

## ADOPTION SERVICES:

### • training materials

Awareness brochure, in-depth awareness kit including program description, adopter needs assessment, program component guide, adopter cost estimation worksheet, training guidelines, and adopter agreement form.

### • demonstration/visitation

Visits are scheduled as requests are made. Visitation consists of classroom observation and in-depth orientation.

### • training capability

Training is designed to enable adopters to implement the program at home site. Self-checklists assist trainees in determination of learning derived from the training.

## CONTACT:

Nathan Farber, Project Manager

Early Childhood Preventive Curriculum Demonstration Center

150 N. E. 19th Street  
Miami, Fl. 33132  
(305) 350-3712

Development Begun: 7/70  
USOE DRP Approval: 19/74  
Diffusion Start: 7/73

**• description**

The goal of the Early Prevention of School Failure project is to prevent school failure through early identification and remediation of developmental learning deficiencies in children ages 4-6 that would adversely affect their school performance. The goal is achieved by successful accomplishment of these objectives:

To screen all children ages 4-6 prior to their initial enrollment in school in order to identify their learning styles and identify those children with learning problems. To provide professional services to teachers and parents so they acquire skills and competencies in providing successful learning experiences for all children (talented, learning disabled, etc.). To provide special education services for children identified as having moderate or severe learning problems.

A teacher may continue to use any strategy found successful but provide 20 to 30 minutes daily for small-group and/or individualized activities for all pupils based on screening results.

**• target audience**

Screening and curriculum program appropriate for children ages 4-6. Teacher and parent training program included.

**• materials used**

Schools may purchase in English or Spanish, at cost, the following: (1) Kindergarten Screening Manual, (2) Portable Resource Kit Guide, (3) Building Readiness Through Perceptual Skills Guide, (4) Developmental Materials for Learning Center Guide, (5) Recipes for Homemade Teaching Materials, (6) In Touch With Parents training folder, (7) Leadership Training Filmstrips, Tape and Guide, (8) Aprendomas Juntos Guide, and (9) Staff-developed screening kit.

**• descriptors**

early childhood education  
special education  
interdisciplinary  
bilingual/bicultural  
(Spanish).

**• financial requirement**

Cost of 3-day leadership training for school district team of a minimum of four persons trained at project site and/or local school site. One set of curriculum guides at \$10 per set for each team member involved in leadership training program. One screening kit for each school district at \$39.50. Cost of substitutes for a one-day follow-up inservice training for adopter school district team.

**• program evaluation**

Evaluation data demonstrate that achievement growth in all modality areas exceeded project objectives. Further, children initially identified as having severe learning problems made sufficient achievement gains to establish that school failure can be prevented when learning problems are identified early and special education assistance is provided as an integral part of total learning program.

## ADOPTION CRITERIA:

General Criteria: The adopter school district should have a knowledge of the Early Prevention of School Failure program to determine if project objectives appear to meet local needs. The adopter school district may elect to visit the project site to gain further information. The adopter school district will indicate administration commitment to adoption. The Early Prevention of School Failure staff will provide a one-day follow-up visit to each adopter school district to provide supportive services to staff, children, and parents. The adopter school district team will be involved in a three-day Leadership Training Workshop and a one-day follow-up insertion day during the school year.

Staffing: The program is implemented by regular classroom teachers with the assistance of special staff members. Special staff services may be flexible in time and organizational structure.

Facilities/Installation: No additional physical facilities or instructional equipment are required other than what is usually found in the regular classroom.

Training: The adopter school district will involve a team of at least four persons in a three-day Leadership Training Workshop at the project site and/or the school district site. Team members to be trained include: kindergarten and/or first-grade teachers, school administrator, parent, and special education teacher or psychologist.

## ADOPTION SERVICES:

### • training materials

Awareness brochure, leadership training kit with filmstrip and tape, Screening Kit, and seven project-developed Curriculum Guides are available at cost. One set of all training materials costs less than \$100.00; items may be purchased separately.

### • demonstration/

#### visitation

Visits are scheduled to the project site the second week of each month for one-day awareness and demonstration of the program. A three-day Leadership Training Workshop for adopter school districts is available. Contact D/D for specific dates, etc.

### • training capability

Training conducted at project site in Illinois or out-of-state as determined by adopter district and state facilitator. After training of leadership teams, they may train other staff members in their districts.

### CONTACT:

Mrs. Lucille Werner,  
114 North Second St.  
Peotone, Ill. 60468  
(312) 258-3478

Development Begun: 7/71  
USOE DRP Approval: 6/74  
Diffusion Start: 7/74

# PROJECT: FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY PERSONALIZED (Seton Hall Preschool)

## • description

Family Oriented Structured Preschool Activity was designed to involve all parents and 4-year-old children in preschool activities that stimulate and reinforce family interaction. The curriculum is "guided-discovery-learning" type in which parents are facilitators in the process. Parents accompany child to a center and spend part of their time with the child at child-selected learning stations and another part with other parents and a staff member developing skills that enable them to be more effective teachers of child. Parents provided with packets of materials to use with child at home. Parents and child involved in 13-hour orientation program at beginning of year, then return to center once a week for an hour to exchange activity kits and materials; children participate in early childhood activities while parents participate in discussion group.

Program is designed for individualization -- parents teaching the child in center using learning stations, and at home using activity kits. The materials are developmental, with emphasis on cognitive. Parent discussion groups focus on teaching methods, child development, self-concept, child-management, and parenting.

## • target audience

All four-year-olds and their parents -- the year before child goes to kindergarten. Philosophy and process now being used effectively in 4 kindergartens.

## • materials used

Materials provided by program include: Activity Kits, Preschool Diagnostic Battery, learning stations, Parent Handbook, newsletter, toy-lending library, parent resource center, Teacher's Manual.

## • descriptors

early childhood education, cognitive, parent involvement, individualized, affective, parent as teacher, parent discussion group, at-home learning environment, early ident. of disabilities.

## • financial requirement

Year 1, including training, start-up costs, and operational costs for 270 families would be \$225.00 per family. Year 2 total cost would be \$159.00 per family. Can be reduced by serving as many as 450 families. Process can be coordinated with existing kindergarten and serve 50-60 families with a 30% saving.

## • program evaluation

Children involved in "at-home" phase of FOSPA for 3-8 months will have significantly higher mean post-test scores on Preschool Diagnostic Battery than post-test scores of age-matched children with no program involvement. Parents indicated growth in confidence as parents, as teachers of child, and in dealing positively with school.

## **ADOPTION CRITERIA:**

**General Criteria:** This program can be used effectively with any four-year-old and parents; will yield significant results. District must be committed to concept of parental involvement in school. Staff selected for project must be composed of people who work comfortably as team and believe that parents with teacher training and materials can be very effective teachers of their children, that home learning environment is important to child's academic achievement, that positive family relationships are very important to development of good self-concept.

**Staffing:** One early childhood teacher, one parent coordinator, one aide, and one clerical/secretary can work effectively with 400 families provided instructional area is very well equipped. At beginning, 1/3-time director would be helpful to set up systems, do dissemination/public relations. Activity for 50-60 four-year-olds and their parents has been integrated effectively into an existing kindergarten using kindergarten teacher, part-time parent coordinator, and aide.

**Facilities/Installation:** A large open room is desirable, with usual early childhood equipment areas around periphery for learning stations and another room for parent discussion group. Discussion room should be sufficient to accommodate 20-25 persons and shelving for Activity Kits and materials, toy library, parent resource center. The usual audio/video equipment found in a school should be accessible.

**Training:** Five days of on-site training at Seton Hall for teacher, parent coordinator, and director, (if available). Two days of consulting by project staff at replication site. Staff training for replication sites under development.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness materials may be requested at no cost to potential adopters. Audiovisual presentation rental (\$10.00); for purchase -- Parent Handbook (\$5.05), Teacher's Manual (\$19.65), Learning Stations (\$2.55), Activity Kits (\$17.50); purchase & read prior to training.

### **• demonstration/visitation**

Demonstrations/visitations scheduled frequently at Seton Hall Project in St. Cloud.

### **• training capability**

Training available for in-state and out-of-state adopters. Will train staff for entire process or part that fits needs.

## **CONTACT:**

Ms. Elaine Wray  
Project Director  
Seton Hall Preschool  
1204 7th Street South  
St. Cloud, Minn. 56301  
(612) 253-5828

Development Begun: 7/72  
USOE DRP Approval: 5/75  
Diffusion Start: 7/75

**• description**

There are three basic and optional Home Start models: (1) Vertical Home Start (VHS) provides enrichment to children 2-5 years. Weekly one-hour home visits from the basic home-school relationship. Parents and home worker foster natural and spontaneous learning, supplemented (where indicated) by more comprehensive services from community agencies. (2) Horizontal Home Start (HHS) is a single year of prekindergarten enrichment. HHS activities center about classroom enrichment utilizing Piagetian activities that focus on sequenced enrichment in seriation and classification (20-35 minutes) followed by total-group, small-group, and individualized activities according to needs of individual children. (3) On-Call Consultation model wherein trained preschool teachers (1 for each 35-50 families) confer with parents who request information concerning their children's growth and development.

Program emphasizes shift from exclusive attention within home and parents during early years to shared involvement of preschool teachers in prekindergarten classroom. Individualized strategies focus on basic as well as affective and cognitive needs and utilize achievement testing to determine preschool child's readiness profile.

**• target audience**

Children ages 2-6 and their families.

**• materials used**

Iowa Test of Preschool Development, Strengthening Home Start for the Early Years, Learning Readiness System and LRS Seriation Test, games, activites, and books selected via diagnostic statement for each child. Program child's learning requirements in various readiness areas, manual and teacher guides, learning activities kit (adaptable for optional use with overhead projector), parent and home worker guides.

**• descriptors**

home teaching, parent involvement, early identification of disabilities, early childhood, disadvantaged, behavioral analysis, diagnostic-prescriptive, differentiated staffing, individualized instruction

**• financial requirement**

Amount depends on available personnel. If no preschool program exists and total start-up required, per pupil cost will be \$675.50 for VHS. HHS per pupil cost between \$268.56 and \$402.85. If preschool program exists, costs minimal for materials and inservice released time.

**• program evaluation**

First-grade Primary Mental Abilities (PMA) scores of VHS children and their older non-Home Start siblings were conducted approximately 18 months after completion of program. Results revealed that Home Start children secured higher scores than siblings on 3 of 4 PMA subtests and on total PMA scores.

## ADOPTION CRITERIA:

General Criteria: Support of educators, parents, community, school board (or agency board where appropriate) for preschool or individualized kindergarten programming with a family emphasis. Experienced preschool or lower elementary professional motivated to implement program. Availability of paraprofessional aides (optional). Availability of specific curricular material. Funding capabilities to support program and physical space available for programming.

Staffing: Optional, depending on model selected. VHS model requires part-time director who coordinates efforts with building principal where program is housed. VHS also requires half-time secretary, social worker, 4 paraprofessional teacher associates, and contracted psychological services (optional). HHS program anticipates that building principal will administer program and half-time secretary will be employed. In addition, 3 certified preschool or lower elementary skills teachers and 3 teacher associates are needed, as well as consulting psychologist. Finally, On-Call Consultation model assumes bldg. principal will be responsible for administering program and that half-time secretary and 3 certified preschool and/or lower elementary teachers will be employed. Particularly in large city school system, administration is frequently carried out cooperatively by building principal and central administrator, such as director of federal programs.

Facilities/Installation: For VHS and On-Call Consultation models, no special arrangement is necessary. It is desirable that HHS have large, kindergarten-size classroom for each 30 pupils served. No additional special facilities or equipment are required.

Training: Special inservice training is essential to the success of program. Degree and extent of training depend on model to be adapted.

## ADOPTION SERVICES:

### • training materials

Awareness brochures, information packets, tests and manuals to assess readiness of children from 2-5 years (Iowa Preschool Development: Learning Readiness System Seriation Test), videotape of home-based instruction, filmstrip program available for 2-week loan, transparencies.

### • demonstration/visitation

Demonstrations held at project sites on scheduled basis. Contact D/D for specific dates and times. Several dissemination trips planned; contact D/D for information. Visitors may participate in home visits any day or visit a Waterloo school any day except Wednesday. All asked to call school prior to visit.

### • training capability

Flexible training sessions range 2-5 days. Each session designed to accommodate staff for VHS, HHS, or On-Call Home Start. D/D prefers inservice training at adopter site. Out-of-state training available; contact D/D for information.

## CONTACT:

Dr. Steven Holbrook, Director  
Div. Research, Evaluation,  
Development  
Waterloo Community School  
District  
1516 Washington Street  
Waterloo, Iowa 50702

Development Begun: 2/74  
USOE DRP Approval: 6/75  
Diffusion Start: 8/75

# PROJECT: NEW ADVENTURE IN LEARNING (NAIL)

## • description

A "New Adventure In Learning" was developed to offer regular classroom teachers better ways to meet the individual language and conceptual needs of elementary-age children. Instruction for each child is individually determined, based upon informal diagnosis and consideration of learning style. Teachers use special techniques to create supportive classroom climates where every child's social and academic strengths are maximized. A wide variety of approaches and materials, some old and some quite new, are used to provide a child-centered yet systematic learning experience.

Individualized diagnosis and prescriptions are coupled with basal instruction, process approach lessons, teacher-led instruction, and independent study. Systematic record-keeping of skills attainment. Embraces most of the pupil's day (thinking skills, science, psycholinguistics, spelling, creative writing, handwriting).

## • target audience

Students of all abilities (K-3) and elementary school faculties.

## • materials used

Most materials used are commercially available: reading kits, basals, programmed workbooks, skills workbooks, filmstrips, and commonly available equipment, like Language Master, overhead projectors, etc.

## • descriptors

early childhood education, affective education/personal development, interdisciplinary, teacher training, reading, team teaching, language arts.

## • financial requirement

Travel expenses and per diem for trainer/coordinator attending seminar at D/D Center.

Inservice expenses for teachers. Teacher aide salaries, if available.

Start-up costs for individualized materials up to \$10 per pupil, depending on what is already available.

## • program evaluation

Developmental research with approximately 1,000 K-3 pupils showed significant gains in pupil performance with language-related skills. Attitudes toward school and others were very positive. Teachers were able to meet all project objectives in learning to diagnose any prescribe for individually determined instruction and to consistently model positive attitudes in working with children.

## **ADOPTION CRITERIA:**

**General Criteria:** At least one visit by representative group of classroom teachers and an administrator to the demonstration center or to recommended sites where the program has been adopted to match needs and resources. Provision of a trainer/coordinator based at the adopter school site, and participation by trainer/coordinator in 2-week training seminar.

**Staffing:** The program is for the classroom teacher supported by the trainer/coordinator and principal (1 teacher per 30 pupils). Other resource persons such as aides, volunteers and physical education and music teachers, and media specialists are eligible and encouraged to participate.

**Facilities/Installation:** Any typical elementary school building. Commonly-used instructional equipment to allow for wide variety of grouping and learning needs.

**Training:** Initial training for a local trainer/coordinator at the D/D site. The seminar enables this person/team to train local instructional staff in the curriculum components through group processes and the developed implementation/management strategies. Support trips during the year will be made by project staff to give additional training.

## **ADOPTION SERVICES:**

### **• training materials**

Brochures, orientation film-strip/audio, kit for local trainer/coordinator, set of 5 modules (program components) for each trained teacher, and supplementary materials. Ongoing support follow-up system.

### **• demonstration/visitation**

On-site visits to view the program and discuss adoption procedures may be scheduled by contacting D/D.

### **• training capability**

Two-week training seminars are held at the D/D center with limited enrollment.

## **CONTACT:**

Mrs. June Johnson, Director  
New Adventures in Learning  
Leon County School Board  
Dempsey Mayo Road, Rt. 17  
Tallahassee, Fl. 32303  
(904) 877-8595

Development Begun: 7/70  
USOE DRP Approval: 5/72  
Diffusion Start: 7/73

**• description**

The Parent Readiness Education Project (PREP) is a preschool program that teaches parents how to enrich their home environment and better prepare their children for school entrance. High school students also participate in both teaching and learning. The first objective is to identify children with potential learning problems and develop a plan of intervention. All children are tested during the year prior to kindergarten entrance; preference for admission was given to children with younger siblings. 48 children attend class once a week while their mothers attend a separate class. Classroom activities and prescriptive home activities are selected in Expressive Language, Visual Skills, Auditory Skills, Small-Muscle Coordination, Large-Muscle Coordination, Enhancing the Self-Concept, and the World Around Us. A second goal is to teach parents how to develop in their children skills necessary for future academic achievement through specific activities and an enriched environment. Mothers attend classes one morning each week and help with daily home assignments; both parents attend a series of evening parent-group meetings with a social worker. Parents are encouraged to develop positive self-concepts and a "can do" attitude. The third project goal is to train high school students for their future roles as parents through practical experiences in working with preschool children.

**• target audience**

preschool  
parents  
high school students.

**• materials used**

educational materials  
parent-made materials  
household materials  
parent resource library  
staff-developed home activities.

**• descriptors**

early identification  
preschool  
early intervention  
parent education  
training for parenthood  
prescriptive teaching.

**• financial requirement**

Low to moderate budget  
Staff salaries for 2 part-time teachers  
Secretarial assistance  
Equipping a classroom: under \$2,000  
Observation room: approx. \$1,500  
Materials and Supplies: \$2,000  
Transportation.

**• program evaluation**

Research and evaluation data indicate that highly significant gains were made by participants in comparison to a matched group of nonparticipants.

The U.S. Office of Education has designated PREP as a model worthy of replication in school districts throughout the U.S. Innovative, cost-effective, replicable, it has good research, design, and results.

### **ADOPTION CRITERIA:**

The adopting district will give evidence of commitment and support of the basic model by demonstrating willingness to adopt the existing model entirely or adapt it subject to approval of PREP staff. Important items include screening, staffing patterns, facilities, data gathering, and parental involvement.

Adopters will be expected to attend periodic meetings at the PREP site.

### **Advantages of the Parent Readiness Education Project:**

- emphasizes early identification and prevention
- reaches more children
- affects younger siblings positively
- enriches home environments
- prepares high school students for future parental roles
- promotes school-community relations
- increases parenting skills.

PREP requires little institutional change and is usually an addition to existing K-12 program.

### **ADOPTION SERVICES:**

#### **• training materials**

A complete Handbook is available. The manual answers the questions most frequently asked and provides detailed information on all aspects of PREP.

#### **• demonstration/visitation**

Information sessions are held the second Friday of every month. Visitors welcome by appointment.

#### **• training capability**

The PREP staff is available to conduct training at the PREP site.

### **CONTACT:**

Diane K. Bert, Director  
Redford Union School Dist.  
18499 Beech Daly Road  
Redford Township  
Detroit, Mich. 48240  
(313) 535-2000

**• description**

PROJECT HOME BASE is founded on the belief that the parent is the child's first and best teacher. It is aimed at supporting and enhancing the parent's teaching/parenting behavior and thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home visit by a paraprofessional parent educator who presents the mother with a task selected to meet the developmental needs of the child and gives the mother information about child growth and development, health care, etc. As a result of these contacts, the mother should be better able to identify and meet her child's developmental needs. As the child's developmental needs are identified and met, his growth/learning potential should be positively affected. The child will be better prepared to learn and will become a more efficient and effective learner.

**• target audience**

Parents and their young children ages 8 months through 8 years.

**• materials used**

Home learning activities (tasks) are designed to develop intellectual skills and encourage language and perceptual growth. These may be produced locally or project produced tasks are available. The use of "at-home" inexpensive learning materials allows flexibility in tasks without increasing cost to program or families.

**• descriptors**

early childhood education  
home teaching  
parent involvement  
screening.

**• financial requirement**

Initial implementation cost is about \$13 per learner (based on 200 mothers and 300 children). This includes preservice training, equipment, and travel. Yearly operational cost for 500 learners is about \$160. The largest percentage of that cost figure goes for salaries. Overhead is kept to a minimum by use of an unused classroom for staff offices and using local auditoriums for large-group meetings.

**• program evaluation**

The principal project objectives have been consistently met. (1) Home Base children entering Head Start performed better on the Preschool Inventory (ETS, Princeton, N.J., 1967) than non-H.B. children. (2) Home Base children completed 92.5% of the tasks taught them by mothers. (3) Home Base mothers increased their use of desirable teaching behaviors as measured by a locally constructed Directed Observation Instrument.

## **ADOPTION CRITERIA:**

**General Criteria:** The three principal negotiable criteria for potential adopters/adapters are: (1) The delivery system of the home visit must be properly facilitated. (2) The training program for the parent educators (paraprofessionals) must help them assume their role, which is to serve as facilitator of support and enhancement of parenting/teaching behavior and through that to influence development of the child's growth/learning potential. (3) The development of learning tasks (lessons) to be produced or purchased.

**Staffing:** Staff for an ongoing home intervention/parent education project serving 500 learners (200 mother, 300 children) would include a full-time administrator, secretary, 10 paraprofessionals, and half-time psychologist.

**Facilities:** Use of the home as the basic learning center minimizes the need for educational facilities. An unused classroom is used for staff offices. Local auditoriums are used for large-group meetings.

**Training:** The preservice and inservice training of a parent educator is extremely important and is accomplished by two approaches. Each parent educator is trained individually and also takes part in group sessions. Group training sessions are held prior to home visits in the fall, and at least weekly during the remainder of the year.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochures, dissemination packets, and evaluation reports are available at no cost. Annotated bibliography of tasks and sample sets are available at normal cost.

### **• demonstration/visitation**

On-site visitations and training are most effective. However, off-site demonstrations and training are possible. Contact D/D.

### **• training capability**

The training program for the parent educator and the delivery system of the home visit are essential for adopters. 2-5 days training necessary, depending on needs of adopter.

### **CONTACT:**

Mrs. Carol Jackson, Dir.  
Project Home Base  
Yakima Public Schools  
104 N. 4th Ave.  
Yakima, Wash. 98902  
(509) 575-3293

Development Begun: 7/71  
USOE DRP Approval: 1/75  
Diffusion Start: 7/75

# PROJECT: SATURDAY SCHOOL: Parent-Child Early Education Program

## • description

SATURDAY SCHOOL is a school and home learning program for all district four year olds, including those with special problems or handicaps.

The program involves four-year-old children in a 3-hour Saturday School and weekly home teaching visits. Emphasis is placed on early identification and treatment of problems; ALL children are tested and consultants and/or specialist-teachers appropriately follow through.

Parental involvement is also stressed both at home and school: parents conduct small-group instruction periods at school on Saturdays, provide informal learning experiences at home, and participate in home teaching visits. Weekly "Home Activity Guides" provide parents with ideas for at-home learning activities.

Teachers use a defined skills checklist as a basis for instruction. Test information and observation by teachers and specialists aid children considered to have handicaps or possible learning problems.

## • target audience

Preschool children

Kindergarten children

## • materials used

Adapting schools will be given permission to reproduce the Home Activity Guide and other materials used with parents. A curriculum guide and other descriptive booklets are available for staff.

## • descriptors

early education  
home-school partnership  
diagnostic-prescriptive  
teaching  
identification, service,  
and mainstreaming of  
handicapped children.

## • financial requirement

Program costs vary from \$175 to \$200 per child during the program years. Start-up costs average \$36.50 per child.

Part-time teaching staff works with the 700 children and their parents. Only the director and secretary are employed on a full-time basis.

Educational materials are reusable.

## • program evaluation

44 objectives pertaining to children, parents, and staff. Evaluation data show average gains of all students in 8-month program:

16 months intellectual growth

15 months in language development

12 months in visual-motor skills

Gains of lowest third of children:

17 months, 20 months, and 16.5 months respectively.

## **ADOPTION CRITERIA:**

Among criteria set for potential adopters are: Informal needs assessment by the district. Administrative commitment demonstrated by the following: (1) investment of human, physical, and financial resources necessary to begin and sustain program; (2) involvement of staff in decision to adopt; (3) released time for staff development on scheduled basis; (4) funds budgeted for travel of key personnel to D/D site; (5) evaluation of program results.

**Staffing:** The program is implemented by half-time certified teacher and teacher specialists. Principals, supervisors, and teachers need to be involved in training.

**Facilities Installations:** Facilities and space found in any typical kindergarten classroom will be adequate; spacing requirements for small-group and individual instruction can be worked out in regular classrooms and other locations within a school on Saturday. No additional instructional equipment is needed beyond that usually found in elementary schools.

**Training:** Some adopter staff training is considered necessary both prior to and during implementation. On-site 2-day institutes are offered prior to implementation. Follow-up on-site training may be arranged at adopter sites, depending upon adopter needs.

On-site visitation will be more profitable if potential adopters from district represent a cross-section: administrators, teachers, special education specialists, parents, and school board members.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochures, teacher and parent materials, in-depth descriptive booklets, evaluation reports available at modest cost. Complete packet of materials, \$19.00. Filmstrip/tape rental, \$8.50; purchase, \$48.50.

### **• demonstration/visitation**

Six 2-day training institutes provide on-site observation and study. Other visits can be arranged. Saturday School dissemination team available for out-of-state workshops. Contact D/D for specific dates and times.

### **• training capability**

On-site Mini-Institute  
At-your-site workshop  
Follow-up services provided to adopters, depending upon need.

## **CONTACT:**

Ms. Marion Wilson, Director  
Parent-Child Early Education  
Program  
Ferguson Reorganized School  
District  
655 January Avenue  
Ferguson, Mo. 63135  
(314) 521-2000, ext. 462

Development Begun: 7/71  
USOE DRP Approval: 6/74  
Diffusion Started: 8/74

# PROJECT: STRATEGIES IN EARLY CHILDHOOD EDUCATION

## • description

STRATEGIES IN EARLY CHILDHOOD EDUCATION was established to bridge the gap between preschool, kindergarten, and first grade by establishing a continuous growth program. Upon entering kindergarten, all pupils undergo a comprehensive screening program that assists teachers in planning for individual needs. Prescriptions are then generated to help children meet developmental and sequential objectives. A prescriptive guide and learning centers are integrated to key in on individual prescriptions. The pupil's progress is recorded on individual and class charts to facilitate organizational procedures.

Program objectives are developmentally outlined, and activities and learning centers are established to develop auditory, visual, motor, and verbal language skills leading into reading, math, and language development.

## • target audience

All students in grades K-2 complete sequential programming in preacademic and academic skills.

## • materials used

Materials provided by the program include:  
Project Overview Booklet  
Criterion-Referenced Screening Instrument  
Chart of Sequenced Objectives  
Record system  
Prescription Guide  
Implementation Manual.

## • descriptors

individualization  
diagnostic-prescriptive  
learning centers.

## • financial requirement

The cost per classroom is about \$75 per classroom which includes project and instructional materials and inservice costs. Released time for inservice training by project staff is necessary. Approximately \$50 is allotted for learning center materials. Continuing costs are minimal.

## • program evaluation

A series of comprehensive evaluation reports indicate that project objectives were met, along with increased standardized test scores for project kindergarten and 1st grade children. The project was validated over a 3-year period in 5 participating school districts.

## **ADOPTION CRITERIA:**

**General Criteria:** The project is involved in training kindergarten and 1st-grade teachers interested in individualization and diagnostic-prescriptive teaching in an informal learning environment. Teachers and administrators should be involved in decision to adopt. A minimum of ten classrooms is essential for out-of-state adopters but a consortium of districts is also possible.

**Staffing:** The project does not require additional staff, though it is helpful to have a teacher aide or parent volunteer to assist in initial stages. Additional coordination and leadership at district level to coordinate screening, secure materials, and plan further local workshops are essential.

**Facilities/Installation:** Regular commercial and classroom instruction equipment is adapted to project objectives. Costs for materials are for teacher-made activities for learning centers. The project can be implemented in traditional and open-classroom settings.

**Training:** Inservice training and workshops are essential. Administrators should also be involved in initial awareness sessions. Training usually begins with an initial 2-day workshop with periodic follow-up sessions at varying intervals. The training sequence is flexible in order to fit needs of adopters.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochure and project overview are available without charge. A video presentation is also available upon request.

### **• demonstration/visitation**

Awareness sessions for potential adopters can be scheduled. Visitations to the project classrooms are also encouraged with 2 weeks notice. Contact D/D.

### **• training capability**

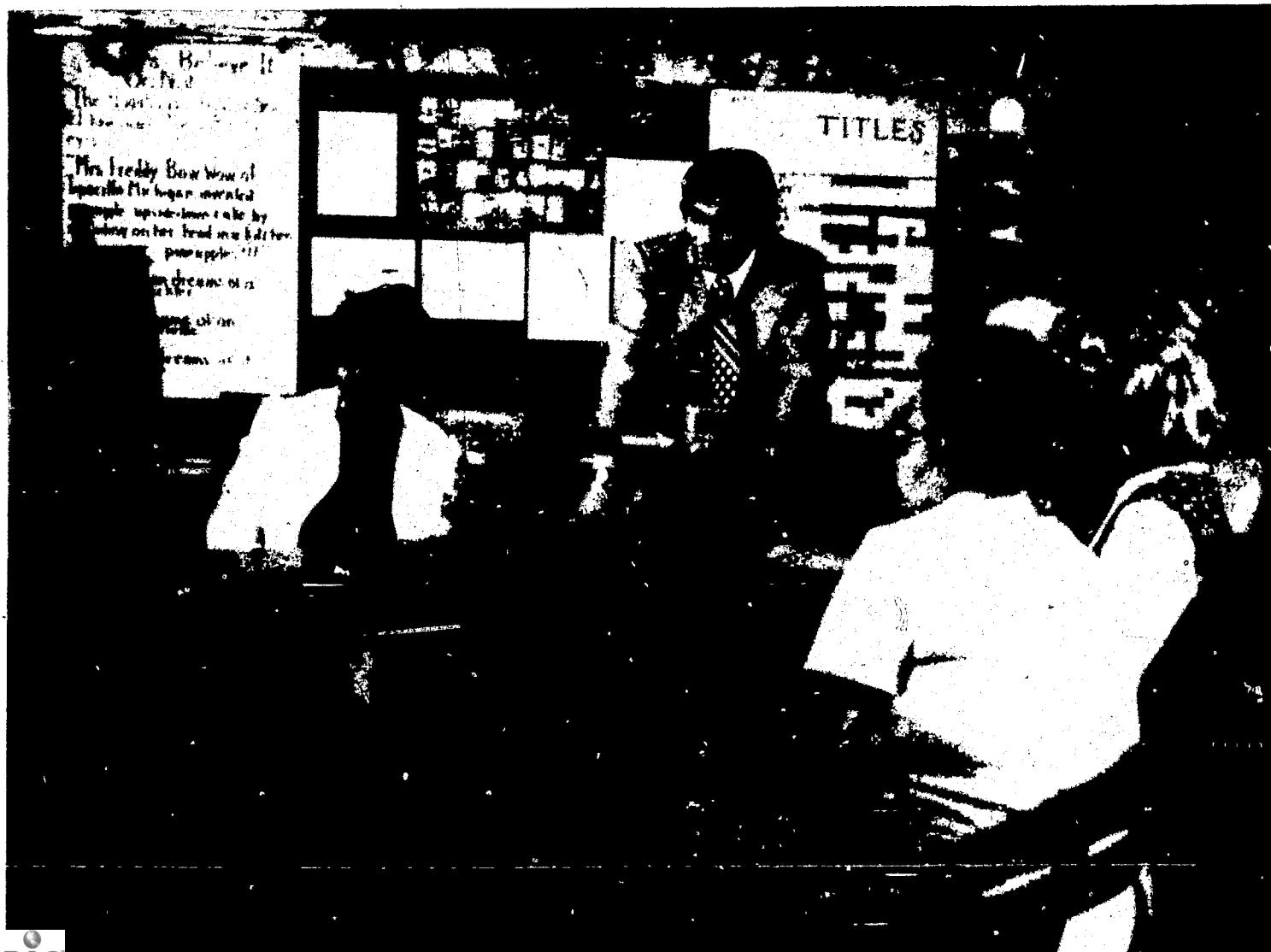
Inservice training is available on a national level. Adopters may also adapt portions of the project to existing programs.

## **CONTACT:**

Mr. Robert Schramm, Dir.  
Cooperative Educational  
Service Agency 13  
908 West Main Street  
Waupun, Wisc. 53963

Development Begun: 12/70  
USOE DRP Approval: 5/74  
Diffusion Start: 7/74

# education management



**• description**

The Community Planning Council on Educational Alternatives (CPCEA), made up of city-wide representation of parents, students, teachers and administrators, is prepared to advise and support the implementation of suitable educational options at every level and in every context of the school system. Its broad goals are: 1) to enlarge the commitment and influence of the community in the education of their children and youth through development of a pluralistic system of education, and 2) to firmly establish schools of choice, including schools within schools, in the community as a sensible and purposeful first step in this developmental process.

CPCEA is a process whereby parents, students, teachers, and administrators participate in decision-making and collecting and disseminating information on educational alternatives/options.

**• target audience**

Parents, teachers, students, school administrators and other members of the community at large (public and non-public).

**• materials used**

No instructional materials are required for this project; however, CPCEA has made extensive use of audio- and videotape recorders, community attitude surveys, newsletters, speaker's bureau.

**• descriptors**

Alternative Education, Parent Involvement, Community Involvement, Planning, Planning Models, Shared Decision Making, Schools of Choice.

**• financial requirement**

Operational costs will vary between \$0.75 and \$1.00 per pupil. This includes the cost of hiring one person as an assistant or coordinator. Training costs will vary according to need of adopter and are considered as essential ingredient to the program. CPCEA has actively sought other grants to support additional activities and has utilized release time for teachers.

**• program evaluation**

Evidence of effectiveness has been derived from four years of formal evaluation of product and managerial process objectives. Evaluations have been conducted by Educational Research Service and Systems Evaluation Research Associates.

## **ADOPTION CRITERIA:**

General Criteria: The basic criteria a potential adopter must be willing to meet are: (1) a "community council" be established; broadly structured to include representatives from students, parents, teachers, administrators, and other interested community groups; (2) governance of "council" must be determined by shared decision-making among its members; (3) "council" must have a budget that permits members to participate in workshops, program visitations, conferences, and to collect, prepare, and disseminate information relevant to local needs.

Staffing: Staffing assignments will vary by size or nature of community considering adoption. At least one staff person should be assigned to be available to parents, students, teachers, and administrators and to carry out organizational activities.

Facilities/Installation: Facilities and space requirements are minimal. May be in school or community building, depending on how large a resource center would be needed in addition to staff accommodations. However, consideration should be given to accessibility of all sectors of the community so as not to create transportation hardships.

Training: Initial observation is recommended at developer site. Training will be held at adopter site (up to two days) and must include potential participants from parent, teacher, student, and administrator, as well as community representatives, public and non-public. Training will be adapted to fit need of adopter site.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochure, in-depth reports, samples of materials developed for workshops.

### **• demonstration/visitation**

Visitation and observations may be arranged with two-week notice. Contact D/D.

### **• training capability**

Training plans will be adjusted to meet the needs of the community adopter.

## **CONTACT:**

Mrs. Patricia Kinman

Coordinator

Mr. James Sullivan

Advisor

CPCEA

197 Dixwell Avenue

New Haven, Conn. 06511

(203) 776-7756

(203) 777-2160

Development Begun: 8/70

USOE DRP Approval: 5/75

Diffusion Start: 7/75

## • description

The Evaluation Center has established an instructional management system that provides relevant data for use by teachers. Three major components have been developed. First, the Evaluation Center has developed techniques to assist teachers in developing objectives and related test materials. Second, the Evaluation Center modified and totally revised a computer-based achievement monitoring system (CAM) used to monitor student performance on specified objectives. Over 300 classrooms (k-12) are using the system. Subject matter includes math, science, social studies, English, reading, and music. Third, the Evaluation Center has developed techniques to assist teaching teams in identifying instructional strengths and weaknesses.

The system is used in classrooms that are group-paced, individualized, multigraded, etc. The program is most successful when teachers are committed to objective-based instruction.

## • target audience

Primary audience has been all teachers, students, and parents grades 4-12; but some utilization has occurred in grades 1-3.

## • materials used

A variety of computer installations have been used. Objectives and related items are available at printing cost. Technical and teacher user manuals have been developed.

## • descriptors

evaluation, decision-making, data analysis, planning, planning models, continuous progress, mathematics, science, social studies, reading, English, accountability.

## • financial requirement

Estimated installation costs: \$2,000 - \$10,000 depending on available data-processing facilities. Estimated ongoing costs: \$5.00 per pupil, per year.

## • program evaluation

In three major areas of evaluation, positive effects can be seen. First, student accomplishments in several subject areas showed significant improvement when contrasted with control groups. Second, both student and teacher attitudes toward CAM-style instruction were significantly positive after use of the program. Third, external evaluation of CAM confirmed the program's positive, significant effects on performance & attitude.

## **ADOPTION CRITERIA:**

**General Criteria:** (1) Commitment to implementation of an objectives-based instructional program. (2) Identification of key person who will assume responsibility for technical-service aspects of the program. (3) Availability of computer time. (Highly desirable, but certain aspects can be implemented without computer facility.) (4) Released time for staff training. (5) Funds budgeted for travel of key staff to visit D/D site.

**Staffing:** Coordinator must be identified and provided with clerical assistance; the time commitment depends on extent of implementation.

**Facilities/Installation:** Facilities required depend on nature of adoption. Availability of computer time highly desirable. A room to serve as an evaluation center would also be useful.

**Training:** Attendance at a workshop is essential. A visit to D/D site is highly desirable. Training will be adapted to adopter's needs.

## **ADOPTION SERVICES:**

### **• training materials**

Brochures, user manuals, coordinator manuals, student brochures, audio-visual presentations, training workshops, etc., are available at cost.

### **• demonstration/visitation**

Visits to D/D site will be arranged. Air transportation and lodging are readily available.

### **• training capability**

Training is designed to meet adopter's needs. Informative workshops can be provided on site or at other convenient locations.

## **CONTACT:**

Dr. Donald B. Sension  
Miss Miriam Egge  
Mrs. Carol Avant  
Hopkins Schools  
1001 Highway #7  
Hopkins, Minn. 55343  
(612) 935-5571

Development Begun: 7/70  
USOE DRP Approval: 4/75  
Diffusion Start: 7/75

# PROJECT:

# DISSEMINATING COMPUTER-BASED PLANNING RESOURCES THROUGH PROJECT SIMU-SCHOOL: The Dallas Component

## • description

Project Simu-School has developed and disseminated a series of planning models drawing from operations research and other disciplines. The family of models can be utilized individually or linked together as a total educational planning package. Present models include: Faculty Projection Model - predicts on a year-to-year basis the number and cost of teachers starting, terminating, and remaining; Enrollment and Facilities Projection Model - projects school and district-wide enrollment determines facility needs, and provides comparative reports; Financial Projection Model - predicts personnel by type, forecasts salaries, applies state funding formulas, and projects revenues, expenditures, and related financial data; Registration Management Model - on-line system used to collect, verify, and retrieve demographic data and course request data for registering students.

## • target audience

School administrators responsible for the arenas the models address are primary users. The models have also been disseminated to educational service organizations who supply computer resources to LEA's.

## • materials used

Each adopter is provided a copy of the source computer program of model(s) and a model user-guide that includes a descriptive overview of model(s).

## • descriptors

Forecasting, planning, problem-solving, decision-making, data analysis, planning models, computer simulation

## • financial requirement

No direct cost for software or services provided by the project. However, additional or diverted resources for computer analyst, data collection, and other related computer expenses should be available. Cost varies with these elements plus choice of model(s).

## • program evaluation

These criteria are suggested for model evaluation relative to actual application: flexibility - increased number of alternatives; comprehensiveness - increased variety of alternatives; speed - reduced time in managing a larger volume of data. This type of evaluation is included in the design and application of initial model use by an adopter.

## **ADOPTION CRITERIA:**

**General Criteria:** Three to six new adopters who will be selected this year; they must exhibit these general qualities: (1) have a desire and need for the model(s); (2) employ them in district planning process; (3) have knowledge and availability of computer resources; and (4) be willing to share experience with others.

**Staffing:** One individual with experience in educational data processing will be required for one to three person months during initial data-collection period. No additional staff are required afterward.

**Facilities/Installation:** The adopting site must have access to a medium-size computer, preferably one with time-sharing capabilities. The developer site will provide consultation on the systems analysis required for data preparation and will assist the installation site regarding local data-collection techniques and data-reduction procedures. The developer site will install the appropriate programs, monitor data-collection and preparation progress, and train site personnel in operation and use of the program(s). Services rendered by the developer site do not include programming of the data-conversion effort. The installation site is responsible for providing programming support necessary to organize data into the format required.

## **ADOPTION SERVICES:**

### **• training materials**

Summary of each model includes an overview of project dissemination objectives and criteria for adoption. Complete user documentation is also available upon request.

### **• demonstration/visitation**

Two types of presentations can be scheduled: (1) in Dallas, a day exploring DISD planning; (2) outside Dallas, a 2-hour presentation of models to interested LEA executives followed by discussion with technical personnel.

### **• training capability**

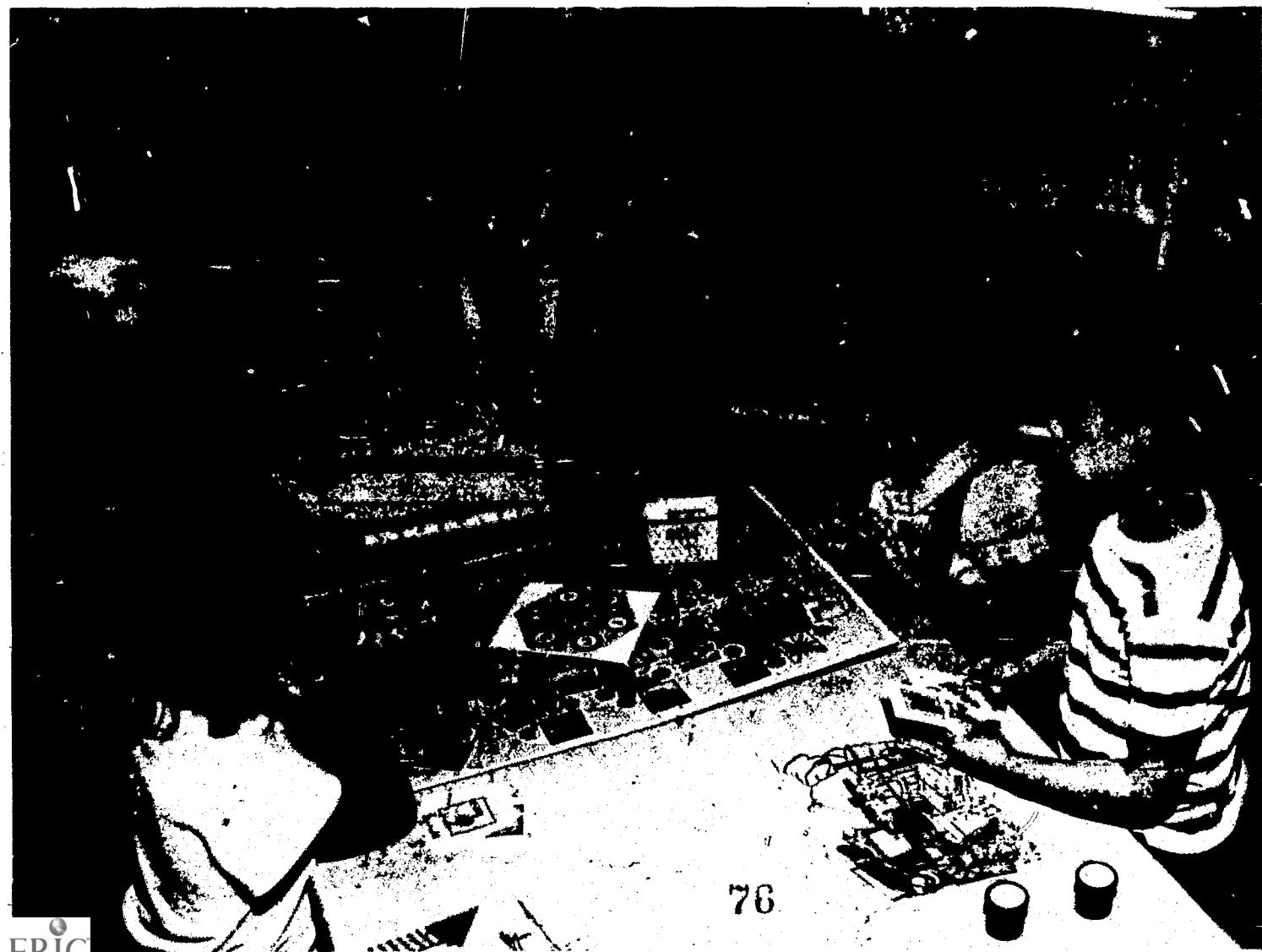
Training done in conjunction with installation of models.

## **CONTACT:**

Dr. Dane Adkinson  
Assistant Project Director  
Project Simu-School  
Dallas Independent School  
District  
3700 Ross Avenue  
Dallas, Texas 75204  
(214) 824-1620, ext. 406

Development Begun: 7/73  
USOE DRP Approval: 6/74  
Diffusion Start: 7/74

# special curriculum



# PROJECT:

## CURRICULUM FOR MEETING MODERN PROBLEMS (THE NEW MODEL ME)

### • description

THE NEW MODEL ME is designed to help high school students deal with how behavior develops, available alternative actions for solving personal problems, and the short- and long-range consequences of those alternatives. It is a positive, preventive approach to the study of human behavior and aggression. The curriculum is flexible, appropriate for all students, and adaptable to student needs in a variety of school settings. It incorporates the causal approach to understanding human behavior and includes much material affective in nature.

The curriculum includes a wide variety of activities and seeks to promote much student and teacher interaction. A reasonably non-judgmental and flexible teacher who maintains an attitude of acceptance of young peoples' ideas and a willingness to listen to their opinions will be most effective with the curriculum.

### • target audience

All ability levels in grades nine through twelve. Used as a course in itself, to supplement existing courses, or with units selected as mini-courses.

### • materials used

A student book and a teacher manual that incorporates the student book are the basic texts. The teacher bibliography suggests appropriate supplementary audiovisual materials and books.

### • descriptors

affective education/  
personal development,  
problem solving, values  
clarification, group  
counseling, decision  
making, experiential  
curriculum.

### • financial requirement

Cost per pupil the first year is approximately \$6.00, based on a student population of 300. This includes the cost of texts and inservice training. Continuation costs are minimal if student tests are reused.

### • program evaluation

Evaluation data obtained in diversified settings showed significant student growth in the cognitive areas. Significant student growth was also shown with attitude measure. Teacher growth was shown with the Minnesota Teacher Attitude Inventory. All analyses of student and teacher questionnaires and narrative statements indicated strong support of the curriculum.

## **ADOPTION CRITERIA:**

**General Criteria:** Criteria set for potential adopters include:

- A need that matches the product
- An indication that utilization of affective curriculum is commensurate with school and community philosophy
- Instructors willing to incorporate the core of the project
- A commitment to evaluate the implementation process and the impact of the program on students.

**Staffing:** The program is implemented with classroom teachers and counselors. However, it is expected that a corps of personnel, including decision-making individuals in administrative capacities as well as teachers, will be involved with the entire process of implementation.

**Facilities/Installation:** A typical classroom in which chairs can be moved for various activities is quite adequate. No special equipment is needed beyond that usually available in a secondary school.

**Training:** Adopter participation in a two-day workshop conducted by project staff is expected for an adoption to become official. Participation by decision-makers as well as teachers and counselors is strongly encouraged. In some cases state facilitators conduct training sessions. One-day curriculum clinics are offered to adopters in their state or area as a supportive activity.

## **ADOPTION SERVICES:**

### **• training materials**

Project overview sheet, awareness brochure, and project monograph available at ~~no~~ charge.

### **• demonstration/visitation**

Visitation to Lakewood, including an overview and classroom observation, scheduled on request. Two-week notice is required; requests are considered on basis of previously scheduled project activities.

### **• training capability**

Two-day training sessions offered; most are held out-of-state.

## **CONTACT:**

John R. Rowe  
Project Director  
Lakewood Board of Educ.  
1470 Warren Road  
Lakewood, Ohio 44107  
(216)579-4267

Development Begun: 7/69  
USOE DRP Approval: 6/74  
Diffusion Start: 7/75

**• description**

The overall goal of Project Focus is to decrease the incidence of alienation among students, faculty, and the community at large. Focus provides an alternative educational plan for students who have been identified as disaffected and showing a lack of motivation, lack of confidence, and low self-esteem. Many of these students also have reading problems and function in school well below their capacity socially and/or academically.

Students are screened for admission but enroll voluntarily. Once enrolled, they are required to be in the program for at least three hours a day, part of which is a family course using group counseling techniques. Focus also offers modified versions of required high school courses (social studies, English, math) as well as work experience. Biology, art, and physical education are taken in the regular school.

A combination of various teaching strategies and styles is used, including both group and individualized instruction. Focus students are involved in the development and evaluation of course materials.

**• target audience**

Disaffected secondary students, all ability levels.

**• materials used**

Regular materials have been modified to meet the needs of these students. Growth and awareness materials, vocational and career education materials. The process can be adopted/adapted without purchasing any materials. Adopter school staff receives teacher manual.

**• descriptors**

affective education/  
personal development  
basic skills  
alternative education  
group counseling  
special education  
problem solving  
vocational education.

**• financial requirement**

This cost will differ due to individual organization of area and availability of special reimbursements in that area. Teacher release time for training.

**• program evaluation**

Evaluation data show that participation in Project Focus has significantly increased students' academic achievement and improved self-concept and attitude toward school, while a significant decrease is shown in discipline referrals, school suspensions, court referrals, and absenteeism.

## ADOPTION CRITERIA:

General Criteria: Potential adopter must exhibit willingness to provide an alternative program for an identified group of students whose needs are not being met within the existing program. This group of students should be clearly identified through an ongoing needs assessment or a new study. Students should be admitted to the program voluntarily; the staff implementing adoption should be involved in decision to adopt. A group process must be included in the implementation plan. Administrative commitment should be demonstrated by (1) investment of human, physical, and financial resources necessary to implement and sustain the program; (2) release time for staff training with D/D personnel; and (3) assistance in implementing an ongoing evaluation model.

Staffing: Implementation may be done without special staff. After training, regular classroom teachers who have shown interest in working with disaffected students can successfully implement the program.

Facilities/Installation: Facilities and space found in any typical secondary school will be adequate; ideally the project would be allotted a cluster of classrooms with nearby office space. Overall enrollment should be limited to 75 to 100 students; the group process is best conducted with groups of 10 to 12 students.

Training: Adopter staff training is considered necessary both prior to and during implementation. This training can be done at D/D site for a period of four days or through a workshop at adopter site, provided more than one school is involved. Technical assistance will be provided at adopter site as requested, following implementation of model.

## ADOPTION SERVICES:

### • training materials

Brochure, in-depth descriptive booklet available at no cost. Teacher training manuals available to adopter staff at no cost, can be purchased by others in part or complete at small cost.

### • demonstration/visitation

Demonstrations/visitations are scheduled at least two weeks in advance. Visitations are limited to one week during the month and must be arranged directly with D/D.

### • training capability

Training is designed to meet each adopting district's needs. Training sessions are held at the D/D site once each month. Workshops at adopter site are limited by available funding and staff time.

## CONTACT:

Ms. Sue Schillinger  
Project Coordinator  
Focus Dissemination Project  
211 N. McCarron's Blvd.  
Roseville, Minn. 55113

Development Begun: 7/71  
USOE DRP Approval: 4/74  
Diffusion Start: 8/74

# PROJECT: PATL: POSITIVE ATTITUDE TOWARD LEARNING

## • description

Project PATL is a performance-based inservice training program designed to improve student attitudes toward school through changing teacher behavior. An improvement in student attitude toward school, self, and others leads to improvement in the rate of cognitive growth. Teacher change is effected through the use of self-paced, individualized, performance-based learning packages called Kits.

Teacher Training Kits teach specific skills in four complementary areas: Active Involvement Processes of Learning, Individualized Instruction, and Improved Self-Concept. Each Kit consists of five to seven performance-based teacher objectives to assist the teacher in reaching the objective, and criterion-referenced evaluation procedures. A final proficiency assessment is provided.

## • target audience

Teachers of all students K-12.

## • materials used

Teacher Training Kits are provided by the program. Other materials such as books and films are available commercially.

## • descriptors

affective education, teacher training, communication, problem-solving, values clarification, behavior modification, productive thinking, active involvement, individualized instruction, processes of learning, improved self-concept.

## • financial requirement

Approximately \$2,000.00 in start-up costs for purchase of assorted materials. Operational costs will vary with staff and curriculum resources of adopting schools. Training per 100 teachers per year:

Stipends for teachers:  
\$3,000.00

Materials & supplies:  
\$4,000.00

Secretarial service (1/4 time) \$1,300.00

Total: \$8,300.00

Plus salary of one equivalent full-time in-service specialist..

## • program evaluation

Evaluation data indicate that target-group students in classrooms of participating teachers showed much greater improvement in self-concept than did target-group students in classrooms of non-participating teachers.

Similarly, these students doubled their previous rate of growth in reading comprehension.

## **ADOPTION CRITERIA:**

**General Criteria:** Potential adopter districts should have established a need for improving student attitudes toward learning through their ongoing needs assessment or an informal inventory of needs.

**Staffing:** An inservice specialist for each 80-90 teachers is necessary. Curriculum coordinators, guidance counselors, part-time teachers can be trained to fill the role. Ideally the inservice specialist is a person not involved in the evaluation of teaching.

**Facilities/Installation:** No special facilities are required.

**Training:** The training consists of a 5-day program conducted at a site mutually agreeable to the adopting district and PATL.

PATL will provide an additional two days of monitoring at adopter sites within a month after implementation.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness-level brochures, in-depth descriptive brochures, Inservice Specialists Training Kits, and four Teacher Training Kits.

### **• demonstration/visitation**

Personnel from potential adopter districts wishing to view Positive Attitude Toward Learning in operation may arrange to visit the project site for Orientation-Demonstration during the second week of each month, September through May.

### **• training capability**

The last full week of each calendar month will be set aside for training of inservice specialists. Training site is negotiable and is available to any school district.

## **CONTACT:**

Charles F. Pelan, Director  
Bethalto Community Unit #8  
322 E. Central  
Bethalto, Ill. 62010  
(618) 377-5211, ext. 79

**• description**

PROJECT ADVENTURE was designed to add an experience base to a standard high school curriculum. It recognizes that, for many students, learning is essentially a passive process with little opportunity in the real world to take responsible action or to test the verbal abstractions of the classroom. It represents a combination of Outward Bound techniques and philosophy, plus a humanistic group-process approach to learning and teaching. The general approach encourages small groups of students to learn by actually working on specific reality-based tasks or problems. The role of the teacher becomes that of stating the problems and limitations so that students take responsibility for finding solutions.

The project supports a wide variety of teaching and learning styles. The approach is generally designed to involve students actively in learning situations that are often demanding, usually require cooperative effort, and are based on problem-solving experiences.

**• target audience**

Primary focus has been high school (all ability levels) but four middle schools have enjoyed success and parts have been adapted to paratherapeutic summer-camp situations and upper elementary grades.

**• materials used**

Units, available at low cost, are usable in a number of curriculum areas such as English, art, and physical education. Each curricular unit can be adopted and/or adapted singly. The process itself can be adopted without purchasing any materials.

**• descriptors**

physical education  
environmental education  
group counseling  
Outward Bound  
experimental curriculum.

**• financial requirement**

Exclusive of training, cost per learner for the physical education and academic curriculum is approximately \$5.00 the first year. Continuing costs will run as low as \$2.00 if the program is not expanded. Training costs, which vary according to need, are normally considered an essential ingredient. If the physical education program alone is implemented, initial equipment may run from \$1,000.00 to \$1,500.00.

**• program evaluation**

Evaluation data show that participation in Project Adventure activities has significantly increased students' self-concepts, levels of achievement, motivation, and (for the physical education course) physical functioning on five out of six measures. Students and their parents tended to recognize growing self-confidence and more active involvement in available activities as outcomes of the project.

## **ADOPTION CRITERIA:**

**General Criteria:** Project staff are interested in locating interested, enthusiastic, and capable teachers ready for an action approach. They seek administrations willing to support "adventure curriculum" financially and structurally by providing flexibility in scheduling and openness to teaching styles. Teachers should be interested in an interdisciplinary approach.

**Staffing:** May be implemented without special staff. After training, regular classroom teachers can teach "adventure curriculum". It is often helpful, but not necessary, for some of the teachers to attend Outward Bound. Installation involving many teachers, courses, and programs may require coordination, especially if a school buys outdoor equipment.

**Facilities/Installation:** Facilities required depend on what aspects are adopted and how creative and resourceful potential adopters are. Whereas some resources would be best (a wooded area), other areas can be substituted (regular playing fields). Similarly, equipment costs will depend on which aspects are implemented. The need for outdoor gear depends on the degree to which the outdoor "adventure curriculum" is adopted. Building a rope course is an essential part of the physical education program.

**Training:** Attendance at workshops is essential to exploring and understanding the process. Generally a core group of teachers are trained at a one-week session; and follow-up workshops of 1 to 3 days may be held for other faculty and adopter schools or to build rope course facilities. Training may run from one day to several weeks, depending on the extent of implementation. Training may also be adapted to fit the needs of the adoption site.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochure, program description, and materials description available at no cost. Audiovisual presentation available - rental (\$10.00), purchase (\$100.00). Academic curriculum available moderate cost.

### **• demonstration/visitation**

Visits are scheduled one day each month. Confirmation of visitors required one week in advance. Adopter sites can be visited with two weeks' notice. Contact D/D.

### **• training capability**

Training is designed to meet each adopting district's needs. Adopters may choose among alternative formats or work with project staff to develop a format specific to their planned program.

## **CONTACT:**

Mr. Robert Lentz, Dir.  
Ms. Mary Smith, Assoc.  
Hamilton-Wenham Regional H. S.  
715 Bay Road  
Hamilton, MA 01936  
(617)468-1766

Development Begun: 7/71  
USOE DRP Approval: 6/74  
Diffusion Start: 7/74

**• description**

Talents Unlimited is designed to help teachers recognize and nurture multiple talents in all children, including talents in the areas of productive thinking, communication, forecasting, decision making, and planning, as well as in the academic areas. The program is a structured attempt to implement and evaluate primarily at the elementary classroom level, the multiple talent theory defined by Dr. Calvin Taylor and based on sound educational and psychological research in learning. Replicable models for teacher training, instruction and evaluation have been developed.

**• descriptors**

Interdisciplinary  
Teacher Training  
Academic Talent  
Productive Thinking Talent  
Forecasting Talent  
Communication Talent  
Planning Talent  
Decision Making Talent

**• financial requirement**

Start-up costs per pupil will be approximately \$5.98. After the first year this will be reduced to \$4.20.

**• target audience**

Primarily kindergarten through middle school; may be adapted for any age group. Suitable for all ability levels.

**• program evaluation**

Third-year data revealed a highly significant difference in favor of the experimental group on the Talent tests and on Torrance's Test of Creative Thinking. Also, a highly significant trend of increased achievement performance and a major impact on positive self concepts were evidenced.

**• materials used**

Adopting schools are given permission to reproduce the three program models:

Teacher Training  
Student Instruction  
Evaluation

## **ADOPTION CRITERIA:**

1. Need to assure a real match between developer/demonstrator and adopter target population based on needs assessment.
2. Commitment from Administrative Personnel.
3. Private schools offered opportunity to participate. If they reject offer, a letter documenting rejection should be on file.
4. Teacher training which is essential.
5. On-site visits to both developer/demonstration and adopter sites to be arranged.
6. Evaluation as determined by developer/demonstrator to be carried on and documented.
7. Availability of financial and human resources to be assured.
8. Site of adoption site.
9. Degree of adoption/adaption agreeable to developer/demonstrator.

## **ADOPTION SERVICES:**

### **• training materials**

Training for Trainers  
Practicum Portfolio  
Three model binders

### **• demonstration/visitation**

Arranged as needed

### **• training capability**

Five-day practicum for trainers of teachers conducted at DD site. Contact DD office for information.

## **CONTACT:**

Mrs. Sarah C. Waldrop  
Talents Unlimited  
1107 Arlington Street  
Mobile, Alabama 36606

# PROJECT: ALTERNATE LEARNING PROJECT (ALP)

## • description

ALP is a community-based experimental high school that combines a strong basic skills program with site placement activities and continuous counseling. The students' only common denominator is dissatisfaction with traditional schooling. The program operates with 125 students and 8 full-time staff. The school seeks to allow for (1) parent and community participation in policy making; (2) increased student choice among curricular offerings; (3) increased student responsibility and accountability. At the same time, the need for developing basic academic skills is stressed. There are some 80 classes and tutorials held at the school and 50 site placements in organizations, professional offices, and schools around the city. All full-time ALP staff act as counselors as well as teachers.

Program presents a wide range of teaching and learning styles and features small-group and individualized instruction. Students select own program. Emphasis is placed on community involvement: student projects in the city; instruction by volunteers and professionals from the community. A competency-based system is used for awarding diplomas.

## • target audience

Students of all abilities grades 9-12, though also possible at middle school and adult levels. Can be either complete program or adapted to supplement an ongoing program.

## • materials used

There are no specific materials. Teachers generally put together their own curriculum. However, reading lists and curriculum suggestions are available from D/D office upon request.

## • descriptors

basic skills  
alternative education  
career education  
community involvement  
parent involvement.

## • financial requirement

ALP's per-pupil cost is slightly below the city average for the secondary level. Exclusive of training and perhaps rent for a separate facility, it is possible to adopt the program with no additional cost to the LEA.

## • program evaluation

External evaluations of ALP have shown that the project has greatly reduced absenteeism and dropout rates. 65% of ALP students have gone on to 4-year colleges, most often to their first choice college; many of these students normally would not have pursued further education. Other measures have shown improved attitudes toward self and schooling.

## ADOPTION CRITERIA:

**General Criteria:** ALP seeks school administrators, parents, and teachers who recognize that "traditional" schools may not be right for all students and that alternatives are needed. Full administrative support for the program is integral to its success; also central is a willingness to experiment and accept variances from normal school policies and operating procedures (e.g., student and staff leaving building during school day; instruction by non-certified personnel). Teachers, students, and parents should be voluntary participants in the program.

**Staffing:** It is possible for regular classroom teachers, with training, to teach in an ALP-type setting. Important qualities for teachers are: flexibility, creativeness, comfort with personal counseling of students, and an expanded definition of the teacher role. The program relies heavily on part-time specialists from the community (e.g., a practicing artist), college student interns, and parent/community volunteers.

**Facilities/Installation:** Facilities required depend upon which aspects of the program are undertaken. If the complete program is adopted, a separate physical space in a central location to facilitate site placement activities would be advisable. Otherwise, no new facilities may need to be involved.

**Training:** Attendance at a presentation about the school or a visit to the ALP site is essential to understanding the program. Training may run from several days to two weeks, depending on the degree to which the program is being implemented. Training is adapted to fit needs of adopting site. Trainees must include that individual who will be onsite and directly in charge of the program and an appropriate representative from the school system administration.

## ADOPTION SERVICES:

### • training materials

Brochure, descriptive reports, ALP staff and student manuals, course catalogs, funding information, booklists, 20-min. slide-tape, 45-min. videotape, alternate education bibliography. Contact ALP for list and costs.

### • demonstration/visitation

Demonstrations and visitations regularly available. Visitors should plan to spend one day at the school. Contact D/D office for appointment and availability.

### • training capability

Training available for 6-8 adopters. Training program planned through negotiations between ALP and adopter. Training available on-site and out-of-state.

## CONTACT:

Ms. Barbara Tucker  
Mr. Chuck Kenyon  
ALP  
180 Pine Street  
Providence, RI 02903  
(401) 272-2080

Development Begun: 7/71  
USOE DRP Approval: 5/74  
Diffusion Start: 7/74

**• description**

High School in the Community (HSC) is a small, innovative alternative to traditional high school structure. It was designed to provide students and their parents a choice of learning environments within the public school system. HSC is a highly personalized, humanistic program that seeks to improve students' attitude toward learning. The only common denominator of students entering HSC is dissatisfaction with their previous school experience. Students with staff advisors plan their own programs, selecting from a full range of courses, as well as the Community Orientation Program, which places students with volunteer teachers in various community institutions. HSC does not give letter grades. Students receive descriptive evaluations that indicate work accomplished and suggestions for improvement.

A general classroom atmosphere of high student involvement, innovation, teacher support, and student-to-student affiliation, together with low teacher control and student competition, has emerged.

**• target audience**

Disaffected secondary students, all ability levels.

**• materials used**

No specific instructional materials are required.

**• descriptors**

alternative education  
intensive group counseling  
shared decision-making  
parent involvement  
community involvement

**• financial requirement**

Adoption of HSC means, in fact, starting a school. Specific cost of an adoption depends on how large a unit is developed (50-300 students). Training will involve a 5-day workshop for teachers and administrators. General operating costs reflect per-capita expenditures of the adopting school system. Items which may increase the systems total cost include a facility and summer planning.

**• program evaluation**

HSC has had formal evaluation for each of its 5 years. Areas measured have included classroom environment; cognitive gains; student, parent, and teacher attitudes, management, and decision-making; levels of prejudice and tolerance; and use of community resources. HSC has generally compared favorably to other schools. Largest gains were made in students' positive attitude toward school.

## **ADOPTION CRITERIA:**

**General Criteria:** The staff of HSC is willing to train adopters if they can demonstrate that there is clear intent to implement the program by September, 1976. This will most likely be in the form of a formal decision made by an appropriate policy-making body. In addition, they must be willing to assimilate the five basic elements of the program: (1) school of choice for staff and students; (2) size (50-300 students); (3) community orientation program; (4) shared governance model--students, staff, and parents; and (5) centralized but responsive administration. The specific manner an LEA chooses to adapt these five elements will be viewed flexibly.

**Staffing:** This program may be implemented without special staff. It is most important that teachers and administrators want to be involved. An ambitious use of community volunteers may require one teacher to be placed on special assignment as volunteer coordinator or supervising teacher.

**Facilities/Installation:** The program must operate in its own facility. The size of the facility required will depend on the number of students involved. It may have one large open space which can be divided with portable furniture, or be a former elementary school with traditional rooms. The adopter should determine special qualities of the facility.

**Training:** A 5-day workshop at D/D site to include as many members of the adoption staff as possible is the most desirable training format. Other arrangements can be made. Costs for materials, travel, substitutes, etc. will be negotiated as part of the training agreement. Follow-up assistance will also be provided.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochure-poster, in-depth program description, original program proposal, evaluation reports, training manual for each HSC component.

### **• demonstration/visitation**

Visitations to the HSC site will be scheduled beginning October 1, 1975. One- or two-day presentations at potential adoption sites may also be arranged. Contact D/D for available dates.

### **• training capability**

HSC anticipates providing 6-8 training sessions beginning in November. Final training plans will be adjusted to meet needs of adopters.

## **CONTACT:**

Mr. Edward Linehan  
Dissemination Coordinator  
High School in the Community  
45 Nash Street  
New Haven, Conn. 06511  
(203) 624-1357

Development Begun: 8/70  
USOE DRP Approval: 5/75  
Diffusion Start: 7/75

## • description

The St. Paul Open School, a comprehensive, voluntary learning environment, actively involves all members of the community--students, teachers, parents and others--in the learning process. The basic relationship in the school is the advisor-advisee. Each student chooses an advisor with whom the student meets weekly to discuss goals and progress. Parents meet with their child and his/her advisor in the beginning of the school year and 3 other times to set goals and discuss progress. Each student's schedule is different, and may include classes, independent study, local and cross-country trips, and internships or apprenticeships with business people or community agencies. No courses are required, but students must demonstrate certain competencies before graduating. The St. Paul Open School is located in a former warehouse that is remodeled continuously by students, parents, and staff to meet needs.

A wide variety of methods are used, with emphasis on teacher as facilitator. At different times, with various students, this will require skills in lecturing, counseling, leading discussions, developing role-plays, making use of community resources, and helping students teach each other.

## • target audience

Students of all abilities, grades K-12.

## • materials used

No particular set of materials must be used, though all materials chosen should meet criteria for adoption.

## • descriptors

Alternative education, interdisciplinary, parent and community involvement, differentiated staffing, cross-grade grouping, experimental curriculum, competency-based graduation requirements.

## • financial requirement

St. Paul Open School operates on average St. Paul per pupil expenditures. Exclusive of training, no additional funds would be required.

## • program evaluation

Accredited by North Central Association. Extensive standardized testing, using Iowa and Metropolitan measures, showed Open School students performed as well as or better than peers in St. Paul. Extensive use of questionnaires to parents, students, and graduates showed strong preference for Open School. 800-1000 on waiting list to attend.

## **ADOPTION CRITERIA:**

**General Criteria:** Project staff are interested in working with districts that have committed themselves to developing alternative education programs. This commitment should come from both superintendent and Board of Education in most cases, as a project of this complexity and scope must have strong high-level support. Districts may elect to adapt aspects of the St. Paul Open School (see below), rather than adopt entire program. In adaptations, relevant criteria listed below must be accepted.

### **Specific Criteria:**

**Voluntary participation:** All teachers, administrators, and students should be real volunteers. In case of younger students, parents may volunteer. **Participation in decision-making:** All parents, students, and staff members should have opportunities to help make decisions regarding policy. **Equal opportunity participation:** Participation should not be limited to those of one achievement level, behavior pattern, sex, racial or economic group.

### **Curriculum:**

- (a) **Materials:** Materials used should reflect a true range of opinions about such areas as political and economic systems, roles of women and men, historical events, etc.
- (b) **Emphasis** should be away from pre-set or required curriculum and in direction of student-initiated curriculum, interdisciplinary/project-centered approach, and competency-based requirements.
- (c) **Use of world beyond school building:** Extensive opportunities should be available for students to learn from people, places, and events outside school building.

**Teachers:** A variety of knowledgeable people should be available to students, not just those with teacher certification.

**Form:** School may be just elementary, just secondary, a single classroom, or a school within a school.

**Adaptations:** May occur with one or more aspects of Open School:

**Volunteers:** (Parents, senior citizens, etc.)

**Use of community:** (Local and cross-country trips, internships, apprenticeships, etc.)

**Shared Decision-making**

**Advisor-advisee system**

**Student-service system**

**Evaluation.**

## **ADOPTION SERVICES:**

### **• training materials**

Free: single copies of awareness brochure, goals, fact sheet. For Sale: Staff Manual, Volunteer Manual, Internal and External Evaluations, Booklet of Descriptive Articles. For Rent: Slide-tape and 16mm film. Contact D/D for price list.

### **• demonstration/visitation**

One-day visitation is available 3.5 days/week. Groups no larger than 10. Call D/D to arrange, as schedule often is full 2-4 weeks in advance.

### **• training capability**

Present plans call for one-week workshops given 3-4 times during year. Maximum of 25/workshop. Contact D/D for information.

## **CONTACT:**

Mr. Joe Nathan, Director  
St. Paul Open School  
1885 University Avenue  
St. Paul, Minn. 55104  
(612) 646-8891

Development Begun: 8/71

USOE DRP Approval: 6/74

Diffusion Start: 9/71

## • description

MEDIA NOW is a course of study in the mass media. The mass persuaders of film, radio, and TV contribute the major course emphasis. An individualized design allows the course to be used either as a semester or a full-year course, or any of the seven modules (Hardware, Production, Genre, Evaluation, Message Interpretation, Aesthetics, and Presentation) can be utilized in an existing course structure. The modules are complete components and may be expanded into individual courses or used to build other types of courses. Each module has a rational and behavioral objective.

## • descriptors

mass media study,  
individualized,  
Film-radio-TV-sound,  
Laboratory Approach,  
performance objectives.

## • financial requirement

\$750.00 for course of study -- includes one each of student books. Additional student books (SLAG & SLAB) available @ \$5.00 each.

## • target audience

Grades 9-12.

## • program evaluation

Recent evaluations of the MEDIA NOW course were conducted in media study classrooms with experimental and control students. In every instance, the results were highly significant.

## • materials used

### **ADOPTION CRITERIA:**

MEDIA NOW has been tested and validated in all types of classrooms. Although most teachers with a keen interest in mass media can successfully teach MEDIA NOW, teachers with a background in English, art, journalism, social studies, media, film, drama, or audiovisual education develop a closer relationship with the course objectives more rapidly.

Teachers selected on the basis of having support from supervisors, administrators, and their school system, and a commitment to the objectives and philosophy of the MEDIA NOW approach. Adopting schools will need basic media production equipment (sugest list is included in awareness package).

Teachers must be energetic and enthusiastic.

Administrator must be willing to support the MEDIA NOW curriculum financially and structurally by providing flexibility and openness to new teaching and learning styles.

### **ADOPTION SERVICES:**

#### **• training materials**

One Teacher Activity Book (TAB)--Teacher Manual, One Media Dictionary, One Student Learning Activity Book (SLAG) -- Student Quest Material, One Student Learning Activity Guide (SLAG) -- Student Lab Manual, 50 Learning Activity Packages.

#### **• demonstration/visitation**

No information presently available.

#### **• training capability**

Training sessions will be held at adopting site or state. Expected availability is about 15 person-days per month. There is a per diem fee for training of \$75.00 per day.

### **CONTACT:**

Ron Curtis, Project Dir.  
MEDIA NOW  
Southwest Iowa Learning  
Resources Center  
401 Reed Street  
Red Oak, Iowa 51566  
(712) 623-4913

## • description

The URBAN ARTS PROGRAM establishes a daily working relationship between schools and community artists and arts organizations. It is a response to two basic education needs: better use of the arts in education and better use of community cultural resources. Working artists supplement regular school instruction; the learning environment shifts to galleries, museums, practice rooms, and concert halls--places where the arts are created, housed, and performed. Instruction focuses on process, giving all students an opportunity to experiment with the arts as they develop their own aesthetic judgments. Urban Arts in Minneapolis implements this program through 5 strategies: daily workshops, in-school projects, events, and exhibitions, affiliate projects, and summer programs.

Understanding of process is acquired by experiment, training, and practice through an instructional manner that is direct, immediate, and personal.

## • target audience

Daily art workshops held outside the classroom are offered at junior and senior high level. Elementary pupils participate in other projects. Affiliate projects include teacher workshops.

## • materials used

Urban Arts in Minneapolis can serve as a model and provide abstracts of workshops as well as copies of contracts and evaluation reports. Generally, however, the type of program established depends upon arts facilities and artists available in the adopter community.

## • descriptors

aesthetics and arts, community involvement, cross-grade grouping, alternative education, movement education, interdisciplinary, affective education/personal development

## • financial requirement

Initial implementation, including planning, first year: \$145,000 (included salaries of project administrator and secretary). Ongoing maintenance, annually: \$136,000. Per-pupil cost was reduced from \$127.50 to \$5.70. Per-pupil cost computes at maintenance level for 25,000 students would be \$5.44 annually. Funds should come from 3 sources: schools, community, and arts organizations.

## • program evaluation

An interjudge strategy of evaluation has yielded a reliable and consistent success rating for program goals and objectives. 50 randomly selected students kept daily journals which were analyzed and categorized as Personal Reports of Subjective Experience, an evaluation procedure copyrighted by Creative Humanistics, Inc. Experts in art education visited the program and wrote reports.

## ADOPTION CRITERIA:

General Criteria: Urban Arts is ready to transmit features of the Urban Arts Program to potential adopters (not to exceed 6 sites in the first year) whose population and location fit the descriptions below:

- (1) A school system in Minnesota within a community population not to exceed 30,000.
- (2) A school system in Minnesota within a community population of 30,000 to 100,000.
- (3) A network system of parochial or nonpublic schools.
- (4) A school system outside Minnesota within a community population of 50,000 - 200,000.
- (5) A school system outside Minnesota in one of the nation's largest cities.
- (6) A school system outside Minnesota with any size community population.

Staffing: To implement the program successfully there should be a project administrator and secretary to set up workshops and to handle extensive correspondence and scheduling procedures. Urban Arts uses liaison teachers who either work for Urban Arts part of their teaching day or spend a year out of the classroom helping coordinate the program. Local artists serve as teachers. Teachers with special talents often work as artists for the program.

Facilities Installation: Urban Arts uses the arts facilities existing in the community--museums, galleries, workshops, concert halls, theatres, studios. Adopters will be provided with procedures for cataloging their community's arts resources and for enlisting financial support.

In-school projects, summer programs, and affiliate programs usually use existing classroom facilities.

Training: Urban Arts has planned 3 workshops to implement adoption: two held at adoption sites and one in Minneapolis. Adopter sites should plan to send a project administrator and representatives from the teaching staff and from the arts community (artists and arts management personnel) to each workshop.

## ADOPTION SERVICES:

### • training materials

Awareness brochures, evaluation reports, guidelines available at no cost. 16mm film (Urban Arts) and slide-tape presentation available to rent. Bibliography of Evaluations of Arts Programs in Education for sale.

### • demonstration/visitation

Visitors welcome. Make arrangements by contacting D/D.

### • training capability

Three 2-day workshops are planned for adoption sites. Contact D/D.

## CONTACT:

Wallace Kennedy, Admin.  
Educational Testing Service  
807 N.E. Broadway  
Minneapolis, Minn. 55413  
(612) 348-6256 or 6257

Development Begun: 7/70  
USOE DRP Approval: 7/75  
Diffusion Start: 9/75

## • description

The ECOS Training Institute offers three-day workshops in a process of curriculum design using environmental education as a model. This curriculum design process has infusion as its core. The ETI process has proven effective on a national level in assisting diverse local school districts to meet their educational priorities (e.g., environmental education, career education, among others).

Participants will be actively engaged in curriculum design, stewardship, and community-classroom interaction.

The program adapts to any teaching style because the teacher uses her/his existing program to involve students in environmental studies and activities.

## • descriptors

curriculum development, environmental education, interdisciplinary, teacher training, community involvement, problem solving, decision making, basic skills.

## • financial requirement

No charge for training or materials.

Cost to district depends on whether it elects to implement environmental monitoring programs.

## • target audience

grades k-12, teachers, administrators, community representatives. Participants will develop curriculum guides for any subject.

## • program evaluation

Using attitudinal tests developed by project evaluators, middle and high school students from suburban and rural backgrounds reflected a high degree of environmental awareness when compared to similar students whose teachers were not trained by ECOS.

Cognitive tests administered by local school show no loss of learning for students participating in environmental programs.

## • materials used

K-12 curriculum materials are available to participants as a resource.

## **ADOPTION CRITERIA:**

**General Criteria:** Teams of 3-8 educators from one school plant will be trained to plan a curriculum and implement the program. Prior to training, the superintendent must complete a district profile and sign a letter of agreement which provides that (a) workshop participants will have planning time to meet as group, if they wish, for a period of nine months after the workshop; (b) workshop participants will present an awareness program to colleagues, Board of Education, and community members.

**Staffing:** Classroom teachers will implement their own curriculum designs. However, a building administrator must be on the training team.

**Facilities/Installation:** Space found in most schools will be adequate. Some equipment may be necessary if the district elects to become involved with environmental monitoring. Use of existing equipment, facilities, school grounds, and local community is built into the program.

**Training:** Attendance at a three-day workshop is essential to understanding the ECOS process.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochures, detailed information packet available at no cost. Curriculum resource materials available at no cost when distributed during training. Loan of slide show may be arranged.

### **• demonstration/visitation**

Visits to demonstration site and demonstration school districts can be arranged whenever staff is available and visit does not interfere with training. Arrangements should be made at least 4 weeks in advance, with confirmation required one week in advance.

### **• training capability**

Workshops held weekly through June at demonstration site, adopter site, or facilitator site. Each training accommodates 3 to 8 districts. (100 districts trained annually).

### **CONTACT:**

Dr. Frank Thompson  
Project Director  
833 Fox Meadow Road  
Yorktown Heights, N.Y.  
10598  
(914) 245-4009 or 6919

Development Begun: 7/71  
USOE DRP Approval: 4/74  
Diffusion Start: 7/74

# PROJECT: PROJECT I-C-E (Instruction-Curriculum-Environment)

## • description

Project I-C-E demonstrates the improvement of instruction and curriculum in environmental education. A conceptual framework provides structure for each grade level and subject area, and totally (K-12) to assist all staff to teach environmentally. The supplementary episode design (mini-lesson) includes subject and topic designation, suggests varied student-centered activities based on cognitive and affective behavioral objectives and necessary skills, and suggests teacher reference and instructional resources. The program emphasizes use of the urban and natural community as an extension of and a reinforcement for classroom activities. The major goal is directly or subtly to lead to student awareness, recognition, and appreciation of the vital issues, concerns, and factors shaping environmental attitudes and values.

The episode design provides suggested supplementary learning activities that are to be integrated into regular courses of study. There are some specialized outside activity models.

## • target audience

K-12 teachers and students.

## • materials used

Teacher materials include a series of 39 I-C-E EE Guides for all grade levels and subject areas and more than 30 field activity models available at low cost. Teachers can adapt or modify the activities according to needs and locale.

## • descriptors

Environmental education and ecology, Multidisciplinary--all major subjects, Conceptual organization, Behavioral objectives, Investigation and problem-solving.

## • financial requirement

Per-pupil adoption cost is 25-35¢ based on teacher materials, with an average cost of approximately \$5 per teacher. Continuing costs are minimal for materials. Use of suggested media resources will vary depending on number and frequency of use. Project will defray transportation costs for installation; Adopter's share includes costs of necessary materials, lodging, and meals.

## • program evaluation

An experimental evaluation design for grades 2, 5, and 8 showed significant student cognitive gains on the 12 major environmental concepts. (Evaluation of grade 11 showed insignificant change due to inadequate program implementation) Teachers and parents also noted that students were more aware and action-motivated toward various environmental issues.

## ADOPTION CRITERIA:

**General Criteria:** Staff interest and willingness to try something new are essential to successful adoption/adaptation; however, the program is not something "extra" for teachers to do. Rather, through substitution of content or activity, it becomes an integral part of their regular course of study.

**Staffing/Organization:** Schools or districts interested in adopting/adapting the I-C-E program need to identify/designate a leadership team of 3-5 educators to assist in program implementation, monitor ongoing activities, and evaluate overall effectiveness. A majority of teachers should demonstrate a need for and an interest in environmental education through a checklist survey.

**Scheduling:** The school/district should provide five hours (one day) for inservice of staff to be involved in the program. The designated leadership team requires 2-3 hours of preliminary training scheduled the day before the staff inservice. A follow-up visit of one day by project staff 3-6 months after adoption should be scheduled for on-site monitoring and evaluation.

**Training:** The staff inservice program consisting of one day (5 hours), will include:

"Head High in Learning" slide/tape overview of major program components (30 minutes, including discussion).

"Man Needs His Environment" slide/tape program on the 12 major I-C-E concept categories, with teacher involvement activities to demonstrate relevance to all subjects and grades (1 1/2 hours).

Teacher participation is an outside/community activity following selected field activity models with a sharing of group experiences (1 hour).

The I-C-E Environmental Education Guides - staff introduction to design and format, including time for complete review of episodes (mini-lesson) and tentative selection of learning activities for at least six of the 12 concepts by each teacher (2 hours).

**Facilities:** No special facilities or equipment needed for program installation.

## ADOPTION SERVICES:

### • training materials

Awareness brochure and program descriptive flyer available without cost. A strategy handbook, \$1.50; slide/tape program on the concepts, \$70; and a project overview, \$50. Purchase not necessary if part of installation in-service.

### • demonstration/visitation

Except for leadership team, there is no need for demonstration at project site for staff involved. Training and installation can be at adopter site. Visitors are welcome at the project center any time by mutual arrangement.

### • training capability

Training is available to a minimum of 20 potential out-of-state adopters and a similar number within state. Contact D/D for details.

## CONTACT:

Robert J. Warpinski, Dir.  
Project I-C-E  
1927 Main Street  
Green Bay, Wisc. 54301  
(414) 468-7464

Development Begun: 7/70  
USOE DRP Approval: 5/75  
Diffusion Start: 7/75

# PROJECT: PROJECT KARE (Knowledgeable Action to Restore Our Environment)

## • description

Project KARE was established to develop an effective approach for strengthening environmental studies in local schools. The KARE approach uses process-education techniques that encourage students to confront real environmental problems in action-oriented, interdisciplinary activities. This approach was pilot-tested in 75 Local Action Programs conducted in local schools of south-eastern Pennsylvania, differing significantly in size, demography, and wealth. The programs focused on varied environmental problems including water pollution, community deterioration, and air contamination. Dealing with reality-based problems allows students to perceive the need to know, which leads to cognitive development. Attitudes toward environmental issues are questioned, clarified, and frequently reformed. Multi-school cooperation develops, since environmental problems ignore socio-political demarcations.

## • descriptors

environmental education, interdisciplinary, process education, urban studies, competency based, problem solving, community involvement.

## • financial requirement

Start-up costs on a trial basis vary according to grade level and the nature of the environmental problems. Costs may run from \$3 to \$7 per student, including materials, travel, substitute salaries, evaluation, and workshop expenditures. After installation, costs beyond normal student allocations are generally not incurred.

## • target audience

Kindergarten through grade 12; all ability levels.

## • materials used

Project KARE makes available 9 publications and 3 16mm films. Publications include activities guides to: water-pollution equipment; solid waste; birds, bugs, dogs; and weather; selected environmental topics for elementary schools; interdisciplinary environmental studies; and electric power generation.

## • program evaluation

During development, the KARE Approach was evaluated by ERANDA, Inc., using a comprehensive evaluation design. Six products are measured: general cognitive growth, localized cognitive growth, mastered competencies, attitudinal growth, effective learning atmosphere, and behavioral changes. Generally, students involved integrally in KARE Local Action Programs achieved significant growth at .05 level.

## **ADOPTION CRITERIA:**

**General Criteria:** The adoption/adaptation components of the KARE approach are: (1) conducting a Local Action Program; (2) utilizing KARE curricular materials, and (3) devising and implementing an evaluation design. The willingness of schools to commit human, physical, and financial resources to install KARE approach components is the essential criterion. Documented need is a prerequisite.

**Staffing:** The KARE approach is implemented by classroom teachers working as an interdisciplinary team. In elementary schools, teachers from 3-8 classes, at various grade levels, cooperatively install the approach. In secondary schools, teachers of 3 or more disciplines are involved. Local school staff should consist of enthusiastic teachers and creative, resourceful administrators willing to involve students integrally in planning and conducting environmental studies activities. Additionally, they should be willing to leave the school building with their students; to coordinate community involvement; and to carry out curricular change incrementally.

**Facilities/Installation:** No special school facilities other than regular classrooms are required. Outdoor facilities relating to specific environmental problems might be established during installation.

**Training:** Participation in a 3-day action workshop will provide teachers and administrators with requisite skills for installing the KARE approach. Workshops may be conducted at adopter, facilitator, or Project KARE sites. Follow-up status visitations to adopter schools will be made by KARE staff.

## **ADOPTION SERVICES:**

### **• training materials**

Brochure, technical reports, program description, and evaluation reports are available at no cost. Curriculum activities guides (9) are available as a set for \$50, or individually at cost. KARE films are available at \$150 each.

### **• demonstration/**

#### **visitation**

Visitation to KARE offices and to schools in southeastern Pennsylvania that have conducted Local Action Programs of environmental studies can be arranged. Visitations will be scheduled as requested.

### **• training capability**

Training is available for potential adopters, in action-workshop formats designed for each adopter school. A pre-planning session is recommended. Workshops can be conducted at various sites.

## **CONTACT:**

Mathew M. Hickey, Dir.  
Project KARE  
Montgomery County Intermediate Unit #23  
Colony Office Building  
Rt. 73 & Butler Pike  
Blue Bell, Pa. 19422  
(215) 643-7600

Development Begun: 3/71  
USOE JDRP Approval: 5/75  
National Validation: 6/75  
Diffusion Start: 7/75

**• description**

The Drug Prevention Education program provides interested school personnel who work with elementary school pupils (grades 2-6) with the training and expertise necessary to implement such a program into their schools. The program approaches drug prevention through self-concept, value clarification, and decision-making. Pupils gain a basic understanding of factual drug information and proper use of drugs. Teachers can use the materials effectively without background in these areas. The aim of the program is to help children feel good about themselves so they will have little or no need for drugs.

Teacher materials provide instructor with activities that allow open communication between teacher and pupils & are student-oriented. Pupil material's supplement the above activities & are devised for individual work.

**• target audience**

Public & nonpublic school personnel who work with elementary school students in grades 2-6.

**• materials used**

The Teacher Activity Packages contain value clarification exercises, role-playing activities focusing on development of self-concept, & actual information about drugs relevant to the children's world. Student Packages contain value & self-concept activities for individual learners.

**• descriptors**

affective education, decision-making, drug information, positive attitude development towards proper drug usage, self-concept, student-involvement activities, value clarification.

**• financial requirement**

Materials - \$18.00 for entire series. Teacher Activity Packages can be shared by teacher teams to reduce cost & total number purchased. Teachers would reproduce materials from Student Packages to meet their classroom needs. Training costs would include either travel expenses, meals & lodging for trainer(s), or \$20.00 a month rental fee or \$150.00 purchase price for training tapes.

**• program evaluation**

During 1974-75 school year, 985 experimental & 449 control pupils in grades 2-6 with various socio-economic backgrounds were administered 3 local instruments ("Drug Factual Survey," & "Decision-Making Survey") & standarized test ("Piers-Harris Children's Self-Concept Scale"). Results indicated the experimental group improved in the above tested areas at .05 level.

## ADOPTION CRITERIA:

General Criteria: Project personnel seek elementary teachers, counselors, administrators. Interested school districts should respond to needs assessment survey sent to school administrators. A minimum of 15 people participating in the in-person training session is needed before such a session is conducted.

Staffing: May be implemented without special staff. After training, regular classroom teachers can handle the program. It is helpful, but not necessary, for administrators and community to attend training sessions.

Training: Potential adopters can choose from two modes of training:

(a) An in-person six-hour training session covers all four aspects of the program. Program personnel provide on-site training on request. Cost to requesting parties includes if necessary, round-trip travel expenses, lodging, & meals. Costs of lodging & meals may be defrayed by making in-home arrangements for personnel. Options for in-person training include one six-hour or two three-hour sessions on any weekday; two three-hour sessions on consecutive days; or Saturday session.

(b) Six one-hour videotapes that contain instructional materials identical to the in-person training.

## ADOPTION SERVICES:

### • training materials

Awareness brochures, abstract, evaluation reports available at no charge. Teacher & Student Packages cost \$2.50 per package or \$18.00 for entire series (includes 50¢ for handling & postage).

### • demonstration/visitation

Demonstrations are held upon request. Visitors are welcome to visit project personnel any day during school hours.

### • training capability

A minimum of 15 people is needed before in-person training is done. Out-of-state training is available. Contact D/D or S/F for further information.

## CONTACT:

Dr. Artie Kearney  
Project Director  
CESA #8

107 North Douglas Street  
Appleton, Wis. 54911  
(414) 739-1591

Development Begun: 6/69  
USOE DRP Approval: 5/75  
Diffusion Start: 10/75

# PROJECT: HEALTH AND OPTIMUM PHYSICAL EDUCATION

## • description

The project provides training in planning and implementing a movement education program that measurably improves fitness and motor skill and contributes to improved self-concept. The program emphasis is on teaching movement concepts of space awareness, body awareness, the quality of movement, and relationships utilizing the discovery learning method. Experiences are planned to allow success for all children regardless of physical ability. The project slogan, "Every Child A Winner" finds expression in all program implementation because winning in this program occurs when a child does his or her best. The project has developed a quality program with an emphasis on economy. The training includes an accountability model for program implementation, information on equipment improvisation, and sessions on public relations related to successful implementation of the program.

## • target audience

Kindergarten through sixth grade.

## • materials used

Book list supplied by project; improvised equipment and low-cost physical education supplies.

## • descriptors

movement education  
humanistic accountability  
community involvement  
individualized instruction.

## • financial requirement

\$1.76 per child start-up.

\$1.00 per child operational.

## • program evaluation

Three-year comprehensive evaluation of project objectives using pre-and post-test data from 1,000 students grades 1-6. Detailed information available on request.

## ADOPTION CRITERIA:

The adopter school or school system will adopt the Project Health and Optimum Physical Education Plan as evidenced by:

Documented evidence of the organization of a planning committee and input from committee in establishing goals for movement education programs;

Yearly movement education schedule based on those goals, evidenced in writing and implemented in the adopter schools;

Behaviorally stated lesson plans, evidenced in writing and utilized in the program, five days per week, thirty minutes per period;

The Washington State Fitness Test, the AAHPER Youth Fitness Test, and teacher-designed tests utilized as program evaluation instruments;

Program monitoring reports by principal of each adopter school and curriculum director/project director on file in each office;

Equipment selections and reference materials based on findings of needs assessment, recommendations of planning committee, and Project Consultants in each school or on play ground;

Pupil-teacher ratio of 1:30 for program implementation;

Completion of a 2-week training schedule for teacher implementers and designated school personnel conducted by approved Project Consultants;

Letter from principal of each adopter school designating a program coordinator;

Completion of Phase I, Phase II, and Phase III program implementation on a 12-month timeline, monitored by facilitator personnel trained in the program.

## ADOPTION SERVICES:

### • training materials

Every Child A Winner: A Practical Approach to Movement Education, Every Child A Winner with Improved Physical Education Equipment, "Every Child A Winner" (16 mm movie), adopter kits, and awareness materials.

### • demonstration/visitation

Twice weekly October-April. Contact D/D two weeks in advance.

### • training capability

Out-of-state adopters as well as those within state. Contact D/D office.

## CONTACT:

Mrs. Martha F. Owens  
Project Director  
Project Health and Optimum  
Physical Education  
Box 141  
Ocilla, Ga. 31774  
(912) 468-7098

Development Begun: 7/69  
USOE DRP Approval: 7/74  
Diffusion Start: 7/74

# special education



## • description

This project originated as an effort to use the resources of both a private company and the public school to break through the unsuccessful patterns of the past where educable mentally retarded (EMR) students were placed in segregated facilities with specially trained teachers. Under contract to the Grand Rapids Public School System, Alpha II assembled and organized an individualized reading and mathematics curriculum. This curriculum and classroom management design are similar to those in other learning centers for regular and accelerated students operating in the public schools. Emphasis is placed on a positive approach to learning and student self-management. Techniques that encourage desirable behavior and gradually eliminate undesirable behavior are stressed in both the academic and social areas. All children are scheduled time in special reading and mathematics learning centers established in each building. Activities and materials in the special learning rooms are individualized and student progress is self-paced. Teachers receive inservice training to coordinate learning experiences for EMR students.

## • descriptors

handicapped children, reading, mathematics, diagnostic-prescriptive, mainstreaming,

## • financial requirement

Various components of this program could be adopted; therefore, costs to adopters vary from little or nothing to thousands of dollars. Adopters should plan to have their staff attend a 4-day workshop. Some adopter schools may need to purchase reading machines and special materials.

## • program evaluation

Evaluation conducted showed that: EMR students doubled their reading and math growth rates; attitudes of parents and teachers were influenced positively toward both the program and EMR students; involvement of an "outside" private learning group helped teachers have a significant impact upon EMR student achievement; the cost of teaching EMR students was greatly reduced.

## • target audience

Handicapped, normal, or accelerated elementary students.

## • materials used

Evans reading materials are used; other materials are generally already available in schools.

## **ADOPTION CRITERIA:**

**General Criteria:** No general criteria set.

**Staffing:** Regular classroom teachers implement this program.

**Facilities/Installation:** No special facilities are required, but districts may need to purchase reading machines if not already available.

**Training:** Participation in a 4-day workshop is considered an important part of replicating this program.

## **ADOPTION SERVICES:**

### **• training materials**

Descriptive brochures available.

### **• demonstration/ visitation**

Staff will make on-site visitation arrangements. Visits may be made to Grand Rapids locations every other Wednesday; contact D/D two weeks in advance.

### **• training capability**

Staff will conduct 4-day workshops for inservice training. Staff will provide follow-through consulting services plus the services normally supplied by an outside contractor.

## **CONTACT:**

Robert Whitecraft  
Director  
Contract Learning for Educable  
Mentally Retarded Students  
Grand Rapids Public Schools  
928 Aberdeen, N.E.  
Grand Rapids, MI 49505

(616) 456-4585

Development Begun: 7/71  
USOE DRP Approval: 2/75  
Diffusion Start: 5/75

# PROJECT: ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY, MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED

## • description

The Engineered Classroom is a diagnostic-prescriptive program that provides individualized instruction and engineering of time and behavior to appropriate handicapped pupils. Pupils are staffed into the Learning Center for supportive help in meeting their educational needs. The model is designed to provide for all mildly handicapped and behaviorally maladjusted pupils in a given attendance area. Pupils referred are evaluated in terms of the apparent educational handicap; a staffing team outlines a program based on needs of child. Learning Center teachers provide direct pupil support and regular classroom teacher support.

## • descriptors

least restrictive alternative program  
teacher and curriculum support  
staffing team approach  
flexibility and adaptability  
parental involvement  
staff service.

## • financial requirement

Exclusive of training, initial cost must include:  
(a) salary-teacher & aide (\$13,000 in Papillion);  
(b) material and supplies; \$4,000 first year to build a bank of material; (c) utilities cost per room average for building;  
(d) furniture and carpet if not available in district; (e) summer program costs if applicable; (f) air conditioning for room if summer program operates. Estimated cost for first year in Papillion approx. \$17,000 for (a) & (b).

## • program evaluation

Evaluation data indicate that pupils showed positive gain in all 15 measured objectives in three areas: academic, self-concept, and behavior. Parental support very positive. Community support positive. Administrative support at all levels very positive. Program successful in eliminating labelling of handicapped students.

## • target audience

Elementary mildly handicapped pupils. However, centers are being opened in the junior and senior high using the same basic design.

## • materials used

Good instructional materials for individualized curricula available commercially. Adopter schools should make decisions on materials they want in Learning Centers. The program staff will assist in material selection upon request.

## **ADOPTION CRITERIA:**

General Criteria: Adoption criteria for interested schools:

(1) Review of awareness material or presence at an awareness presentation. (2) Interest or intent review of manual, abstract, or evaluation report, visitation to program, or requesting and/or attendance at a one-day in-depth workshop. (3) Letter of Commitment--(a) written letter for superintendent stating desire to adopt program; (b) agreement to include commitment for training in 3-day workshop at Papillion-site. (The adopter school agrees to send a team of at least 3 people, including at least one special education teacher, one regular class teacher, and one administrator; (c) Papillion agreement to provide consulting services during first year of adoption.

Staffing: To implement program, adopter LEA needs special education teacher and aide for each Learning Center. The principal and teachers of building will be involved in the program. The building-level administrator is responsible for program at his site.

Facilities/Installation: A regular classroom can be used for the program. It should be carpeted and have its own phone extension. The usual school furniture is used in the room. No special AV equipment is needed. Space for storage of materials essential.

Training: Papillion prefers to conduct its 3-day training at Papillion for individual schools adopting the program. Programs are built around individual school needs. It is essential for a classroom teacher, special education teacher, and administrator to be present. Living expenses while at training sessions are LEA responsibility. 3 days of consulting provided to LEA during first year of implementation. Student evaluation instruments used by Papillion must be used by adopter in first year of operation.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochure available at no cost. Awareness presentations made upon SF requests. Program manuals available for purchase. Training workshop materials provided to adopter schools.

### **• demonstration/visitation**

Visits are scheduled one day each week. Confirmation of visitors required two weeks in advance. Contact D/D.

### **• training capability**

Training is designed to meet each adopting district's needs. A 3-day workshop is set up to train adopter schools. Papillion will train 10 districts during the year.

### **CONTACT:**

Mr. Robert H. Ostdiek  
Federal Program Director  
Papillion-LaVista Public  
School  
1217 Golden Gate Drive  
Papillion, Neb. 68046  
(402) 339-3411

**• description**

The full innovativeness of Project FAST is that it develops a comprehensive delivery system with the synergistic effect of teachers, parents, consultants, and administration targeting in a systematic manner on the child's developmental and learning processes. Because it is a delivery system focused on the developmental and learning process, teacher development, support personnel, parent involvement, classroom organization, utilization of learning materials, sequencing of instructional modules, and media of experiencing learning all converge on the same objective: to accommodate almost all pupils (slow and fast) as they progress toward optimal functioning in the regular classroom learning environment in an ongoing diagnostic, prescriptive, and evaluative process.

Project personnel observe students, diagnose learning problems, program for students via prescriptive process, organize classrooms into learning centers, utilize tri-module support system, and involve parents in prescriptive program.

**• target audience**

Pupils of all abilities, grades K-6, with emphasis on prescriptive programming for pupils with learning problems within regular classroom.

**• materials used**

Adopting schools will be given a Project FAST Box containing Conceptual Model and Teacher Tool Kit, including "how to" observe children, analyze tasks, decipher developmental levels, write prescriptions (programming), organize classroom into learning centers, help students manage their own behavior, utilize support help, share teaching methods, and team with parents.

**• descriptors**

diagnostic-prescriptive, special education, learning disabilities, mainstreaming, teacher training, parent involvement, specialist support system.

**• financial requirement**

Exclusive of training, cost per learner is approximately \$20.00 (first year), depending on existing materials (e.g., overhead projectors, tables-chairs, listening stations, tape programs, teacher- or parent-made games). Adopter district should release 3-4 staff for 2 weeks of training..

**• program evaluation**

Metro Ach Testing (pre-post, 1-6); 145 students diagnosed as having learning problems or disabilities. Rx programs and test data analyzed; highly implemented Rx programs compared to low-implemented programs. Reading and math significant for Rx programs implemented around project.

## ADOPTION CRITERIA:

**General Criteria:** The prospective adopter district must go through a process of identifying and clarifying its own goals, needs, and objectives. Implementation procedures are geared toward districts whose administrators are prepared to adopt a developmental philosophy. Teachers and other personnel should be allowed to decide whether to volunteer to participate in the program. Participation should not be imposed by administrative mandate. The administration of a prospective adopter district (including board members, superintendent, and principals) must be ready to demonstrate their intent to adopt the project by supporting it through their own emotional investment and active participation. The prospective adopter district will be prepared to make financial commitments for equipment and supplies, plus 10 days for 3-4 of their personnel to attend a workshop to learn how to serve as a facilitator and models.

**Staffing:** A facilitator to train other school personnel, existing elementary school personnel, specialists from school district or intermediate office, community resource consultants, and parents. (Part-time aides can help accelerate program implementation.)

**Facilities/Installation:** Any normal classroom facility. Rooms should be large enough to set up 5-7 learning centers or stations. No additional instructional equipment is needed beyond that usually found in elementary schools.

**Training:** A visitation to project site by a representative group from the adopter district is required. Total participating staff should go through a decision-making process to determine goals and objectives at adopter site. A 2-week training session at project site for trainers/facilitators is necessary.

## ADOPTION SERVICES:

### • training materials

Awareness brochure, program description, and evaluation reports at no charge. Slide/tape and videotape presentations on site. 16mm film - \$20.00 rental. FAST Box-Training Package, \$35.00.

### • demonstration/visitation

Visits to Project FAST are scheduled weekly and must be arranged three weeks in advance. Contact D/D office.

### • training capability

Two weeks of training is available for out-of-state and in-state districts who meet adoption criteria. Facilitators (3-4 representatives from adopter districts) are trained on-site.

## CONTACT:

Mr. Herb Escott, Director  
Ms. Sonja Tweedie, Dissemination  
Essexville-Hampton  
Public Schools  
303 Pine Street  
Essexville, Mich. 48732  
(517) 893-4533

Development Begun: 7/71  
USOE DRP Approval: 1/75  
Diffusion Start: 8/75

**• description**

PROJECT NWSE was designed to provide a process for the teacher to facilitate 'teaching and reading' Specific Learning Disability (SLD) students. The unique learner approach enables active teacher participation in individual assessment techniques and design of instructional materials and methods, while providing direct intervention teaching. The approach culminates in the development of learning package. A continual ongoing diagnostic process to help reluctant students learn to learn.

No one teaching approach is either recommended or required; experimental curriculum development is encouraged.

**• descriptors**

Special education, learning disabilities, diagnostic-prescriptive, continuous progress, mainstreaming.

**• financial requirement**

Exclusive of training, cost per learner is approximately \$7.50, depending upon availability of test materials at adopter site. Continuing costs are minimal. Training costs are normally considered an essential ingredient. Anticipated and continuing costs assume availability of special education personnel and resource materials.

**• target audience**

Grade 1 through early junior high; SLD students.

**• program evaluation**

Data showed that students significantly increased in learner change in academic areas. Students, teachers, and parents tended to recognize increases in self-confidence and a renewed interest in learning. Teachers reported increased skill in: stating behaviors in specific terms, awareness of progress/no progress, and curriculum development and evaluation.

**• materials used**

Adopting schools will be given permission to reproduce materials. Training kit includes: Overview and Adoption Criteria, Tests and Forms, and a bibliography of suggested commercial tests, such as Wold's Screening Tests for the Classroom Teacher, Silvaroli Reading Inventory, and Wide Range Achievement.

## ADOPTION CRITERIA:

General Criteria: Project staff are interested in locating educators willing to assume an in-depth teaching responsibility for SLD students.

Administrative commitment should be demonstrated by: (1) evidence of completed needs assessment; (2) involvement of instructional personnel in decision to adopt; (3) provision of released time for staff development; (4) budgeting of funds for (a) materials, (b) travel of key personnel to D/D site and/or alternative training options at adoption site.

Staffing: The program may be implemented by classroom teachers with specialized support from special education personnel, and/or SLD teachers in resource or self-contained settings.

Facilities/Installation: Facilities and space found in any typical elementary school will be adequate; spacing requirements for individual instruction can be worked out in regular classrooms or other locations within a school.

Training: Some adopter staff training is considered necessary both prior to and during implementation. Up to 3-day workshop options by NWSE staff are available as needed. During each operational year, project staff will conduct demonstrations at local and easy-access sites, and various other workshop options at all other sites.

## ADOPTION SERVICES:

### • training materials

Brochure, project booklet, narrated program description, forms and tests to be reproduced, descriptions of available materials available for SF's facilitators at no cost. Purchase price of training kit is \$7.50.

### • demonstration/visitation

Demonstration/visitations are scheduled at project site (September, October, April, and May), and at the 'easy-access site,' University of North Dakota, Grand Forks, N. D. (December and March). Project staff are available for workshops.

### • training capability

Training is available for out-of-state adopters in months of January and February. However, other arrangements are negotiable. Contact D/D for information.

## CONTACT:

Joan Bonsness  
Project Director, NWSE  
Burke Central School District 36  
Burke Central School  
Lignite, N. D. 58752  
(701) 933-2532

Development Begun: 7/71  
USOE DRP Approval: 12/74  
Diffusion Start: 7/75

**• description**

The project assists hearing-impaired children from birth to age 3 by stimulating the growth of developmental skills through an enriched environment and intensive parent training. This requires utilization of the child's residual hearing through appropriate amplification to maintain a constant functional level. Individual tutoring and home visits are provided for all children; a daily nursery school program is conducted for those over 18 months of age. Children are seen and tested on a regular basis by staff audiologist and psychologist.

**• descriptors**

Instruction of child  
Parent education  
Staff development  
Audiology  
Psychology  
Diagnosis, referral, and placement  
Evaluation.

**• financial requirement**

The cost per student is \$7,650 (which has been paid by the State of California). The budget provides monies for teachers, aides, psychological, audiological, and secretarial services, materials, supplies, transportation (teacher reimbursement for home visits and reimbursement to parents for transportation), travel, and consultants.

**• program evaluation**

Based on:

Inventory of Attitudes on Family Life and Children, Alpern-Boll Development Profile, Modified Boone Scale.

**• target audience**

Hearing-impaired children from birth to age 3 and their parents.

**• materials used**

Various stimulating materials.

## **ADOPTION CRITERIA:**

A viable funding source

Willingness to use the Project IDEA evaluation design and the same evaluation tools or others approved by Project IDEA

A belief in using hearing aids as the primary source of amplification with constant monitoring

A belief in parent education and parent participation in planning, teaching, and evaluating at school and at home

Willingness to use a curriculum based on total child development for the playroom and 1-to-1 individual tutoring lessons

Utilization and training of competent staff-credentialed teachers of the deaf, aides as needed, and psychological and audiological services on a regular basis

A firm belief in utilizing multiple and varied teaching approaches to guarantee appropriate language input to meet child's needs

Willingness to provide necessary physical environment to support project

Willingness to adopt all program components

Communication with referral sources

Administrative, parent, and community awareness and support

Two to three adopter schools could be serviced in one year

Regional considerations are not a factor for selection

## **ADOPTION SERVICES:**

### **• training materials**

Videotapes and manuals on each of the program components.

### **• demonstration/visitation**

They can occur monthly. Five to seven people may visit at one time, with confirmation two weeks in advance. Demonstration/visitation contact person will be Margaret Wood.

### **• training capability**

Approximately two to three adopter schools could be serviced in one year. Numerous adapters interested in one or more components also could be assisted during the year.

## **CONTACT:**

Margaret Wood  
Project IDEA  
Coventry School  
1125 W. Campbell Ave.  
Campbell, CA 95008

• **description**

PROJECT LEARNING DISABILITIES' overall goal was to identify children with learning disabilities in kindergarten and remediate them within the structure of the regular classroom and/or resource room. It was anticipated that working with these children in kindergarten, first, and second grade would enable them to function successfully in a regular third-grade classroom. To achieve these objectives, activities were conducted in student, teacher, and parent components.

The project is based on techniques for screening children at the kindergarten level. Instructional prescriptions are developed for each student. Classroom teachers are trained to identify and remediate learning disabilities students. Parents are actively involved in education of children.

• **target audience**

Pupils in kindergarten and grades 1-2.

• **materials used**

Behavior Checklist  
Prescription Guidebooks  
Parent Guidebook.

• **descriptors**

early identification  
resource room concept  
mainstreaming  
teacher training  
parent involvement.

• **financial requirement**

Start-up cost will vary according to the personnel available. School districts must have learning disabilities resource teacher and qualified personnel to evaluate students. Cost of equipment and materials for resource room will also vary according to needs assessment.

• **program evaluation**

Evaluation data show that pupils have significantly increased their achievement, self-concept, and social skills. Classroom teachers have been adequately trained to identify and remediate learning disabilities students. Parents have been actively involved and have responded positively to the program.

## **ADOPTION CRITERIA:**

### **General Criteria:**

Adopting school administration must be committed to start a learning disabilities program.

Adopting school district must have available or have access to professional personnel who can evaluate prospective learning disabilities children.

Adopting school district must agree to allow D/D staff to make monitoring visits to their school district after training workshop.

Adopting school district must agree to set up evaluation plan for adopted project.

Adopting school district and/or state facilitator must pay expenses for training costs.

### **Staffing:**

The availability of teachers who have training and/or experience in working with children with learning disabilities.

### **Facilities Installation:**

Facilities and space found in any typical elementary school will be adequate.

### **Training:**

Training will take place at both the developer's site and the adopter's site.

A one- or two-day training session will be held at the developer's site. A one- or two-day workshop will be held at the adopter site. Staff members from the D/D project will make at least two monitoring visits to the adopter site.

## **ADOPTION SERVICES:**

### **• training materials**

Workshop packets including training manual, behavior checklist, prescription forms, etc.  
Parent Guidebook  
Prescription Guidebook.

### **• demonstration/visitation**

Demonstration/visitations are scheduled frequently at project site in New Orleans. Contact D/D office for schedule.

### **• training capability**

Training is available for potential out-of-state adopters as well as those within the state. Contact D/D office for information.

## **CONTACT:**

Ms. Nancy R. Hoepffner, Dir.  
Project Learning Disabilities  
1515 South Salcedo Street  
New Orleans, La. 70125

Development Begun: 7/71  
USOE DRP Approval: 4/73  
Diffusion Start: 7/74

## • description

Re-Ed is a regional program serving 7 counties to provide short-term (4 to 6 months) treatment in both residential and satellite (day-care) classes for emotionally disturbed children unable to function in a regular classroom. The objective of re-education is to help the child and the social ecology within which he operates achieve just enough reorganization to make the system work satisfactorily and to give the child a higher probability of success than of failure in a regular classroom. The emphasis is on unlearning negative behavior patterns and learning positive ones for use at school, at home, and in the community. Bi-weekly meetings with parents are designed to encourage their positive behaviors as well.

Individualized academic and behavior modification programs based on problem identification by referring school and parents and by educational pretesting. Goal-oriented record-keeping on each child as planned by team of liaison teacher-counselor, day teacher, children's program specialist, educational specialist, and others.

## • target audience

Pupils in grades 1-6, of average or above academic/intellectual potential, exhibiting characteristics of emotionally disturbed children as defined by state guidelines, particularly age-inappropriate behavior.

## • materials used

Commercial and teacher-made materials designed for high interest with behavior-disordered students. Token economy systems.

## • descriptors

handicapped children, emotional disturbance, behavior disorders, behavior modification, parent involvement, team teaching, diagnostic-prescriptive, affective education/personal development.

## • financial requirement

Residential: Initial start-up cost depends upon facilities and support available. Cost per child per day is approximately \$30.00.

Satellite: Re-Ed concept can be adapted into district's special education program as special classroom or resource room unit.

Re-Ed cost per day per child is approximately \$20.00.

## • program evaluation

Behavior checklists are completed prior to entry, weekly during enrollment and at 6-month intervals for two years following termination. Complete academic testing program. Results show 80-85% maintain functional behavior and academic progress after return to regular school program.

## **ADOPTION CRITERIA:**

**General Criteria:** Educational need; may be determined by state mandate to provide education for all handicapped children. Cooperative commitment within school district (administrators, special education department, building principal, and classroom teacher).

**Staffing:** Teacher certification requirements must be determined by adopting district. Liaison teacher-counselor to screen referrals and work with parents, certified classroom teacher, and assistant teacher are essential elements.

**Facilities/Installation:** Classroom in any elementary school with adequate space for individualized instructional areas following engineered or modified engineered classroom plan. Some materials designed specifically for emotionally disturbed children are recommended.

**Training:** Training for teachers, assistant teachers, liaison teacher-counselors, educational specialists, and parent program specialist can be provided at either D/D site or adopter site; however, trainees should schedule visitation to D/D site before or during training, and adopting district must provide release time as required. A training program for trainers of teachers, liaison teacher-counselors, and assistant teachers will also be implemented.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness packets  
Handbooks  
Slide presentation  
Videotapes  
16mm film  
Behavior checklists  
Token economy systems  
Parent program.

### **• demonstration/visitation**

Demonstration/visitation will be scheduled to meet needs of adopting districts. Contact D/D for arrangements.

D/D will participate in out-of-state conferences as requested.

### **• training capability**

Available as required by adopting districts. Contact D/D.

## **CONTACT:**

Donald R. Alwes, Director  
Phyllis Rees, Asst. Dir.  
Re-Ed School  
1804 Bluegrass Avenue  
Louisville, Ky. 40215  
(502) 366-9385

Development Begun: 7/68  
USOE DRP Approval: 7/73  
Diffusion Start: 7/75

**• description**

- The overall intent of Precision Teaching is to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision Teaching procedures have been used not only to identify these students but also as remediation tactics. A resource room was provided for students with more severe learning deficits while the regular classroom dealt with minimal problems.
- One-minute practice sheets were used extensively as a means of building basic tool skills to a level where the student could compete within the regular classroom. Direct and daily measurement procedures were employed using both the manager and the student for recording and charting. Curricular decisions were based on available data.
- Instructional methods include one-minute practice sheets, rate count, learning growth, and data-based decisions.

**• descriptors**

Precision Teaching,  
Basic Tool Skills,  
Screening,  
Learning Deficits,  
Continuous Measurement,  
Drill Sheets,  
Decisions.

**• financial requirement**

Aside from staff, instructional costs have been estimated at \$8.00/child/week. Equipment costs are estimated at \$200.00/resource room.

**• target audience**

Kindergarten through sixth grade; all ability levels.

**• materials used**

Standard behavior chart; materials bank (teacher-made); stopwatch/mini-timers; appropriate classroom materials.

**• program evaluation**

Of the 19 experimental/control groups comparisons analyzed by the T-test technique, 14 of the experimental groups were significantly superior on the post-test.

Experimental group became superior to or caught and/or passed control group 15 (79%);

No difference between experimental and control 3 (16%);

Control group superior to experimental group 1 (5%).

### **ADOPTION CRITERIA:**

On-site visitation - 3 days;  
Precision Teaching resource room established;  
Screening;  
Regular classrooms utilizing Precision Teaching techniques;  
Direct and daily measurement;  
Data-based decisions;  
Established materials bank.

### **ADOPTION SERVICES:**

#### **• training materials**

Pretraining packet,  
on-site visitation training packet, pertinent handouts, materials bank to reproduce.

#### **• demonstration/ visitation**

Three days on-site visitation:  
regular classroom,  
resource room,  
behavior adjustment class,  
4-hour practicum with children and teachers.  
Up to 3 days follow-up training.

#### **• training capability**

Can train 20 districts (6 persons per district, e.g., administrator, 3 teachers, speech therapist, school psychologist) in Montana.

### **CONTACT:**

Ms. Marion Weldon  
Acting Director  
Precision Teaching Project  
Special Education Center  
801 2nd Ave. No.  
Great Falls, MT 59401  
(406) 761-5800, ext. 286,  
391

Development Begun: 9/73  
USOE DRP Approval: 4/75  
Diffusion Start: 8/75

**• description**

Project SHARE uses a systems approach to special education. These systems integrate under Administration, Advocacy, Child Study, and Instruction and Services. The basic format for serving children is behavioral. Precision teaching techniques are used for diagnosis, prescription, monitoring, and evaluation. Computerized evaluation is available. Daily performance measures of basic skills provide an ongoing diagnostic prescriptive process. The structured process speeds remediation of basic skills learning and produces cost-effectiveness data. For example, average gains have been 1.3 grade levels in reading in 26 hours of tutoring, a 1.3 grade level gain in math in 31 hours of tutoring. The program serves over 1300 handicapped students in a large rural area. Pupils return to mainstream functioning faster. Therefore, more pupils are served throughout the year.

On-the-job training is given for diagnosing skill deficiencies, best learning modalities, selecting and adapting appropriate materials, and interpreting effectiveness from behavior charts. Mostly one to one tutoring is used. The session is highly structured, but a teacher operates freely within the planned structure.

**• target audience**

Administrators, teachers, and tutors responsible for education of pupils with specific or multiple learning disabilities. Emphasis is on pre-school through grade 8.

**• materials used**

Brochure, booklet, referral forms, math diagnostic ladders, reading and spelling ladders, behavior charts (standard 6-cycle), tutor packet, user-adopter manual, samples of teacher-made materials, adaptations of available materials.

**• descriptors**

special education, basic skills, teacher training, interdisciplinary, cost-effectiveness, mainstreaming, diagnostic-prescriptive, learning disabilities.

**• financial requirement**

Start-up costs will vary with available staff. However, cost per special ed. pupil per year (1974-75) was \$576.14 based on 1251 pupils. This includes tutors' pay, ancillary personnel, administration, and materials.

**• program evaluation**

Evaluation data obtained in 3 ways: 1) pre and post testing, using the W.R.A.T. (Jastak); 2) beginning and end performance rate data on each skill ladder step; and 3) classroom teacher's opinion as to whether pupil's skill was same, better, or worse. Internat'l Management Systems, Kansas City, computerized reported data.

## **ADOPTION CRITERIA:**

**General Criteria:** To insure continuous involvement for newly-trained resource personnel from various regions, SHARE, prior to the workshop participant's acceptance, will require:

- Evidence of teacher desire for training
- Administrative commitment
- School board approval
- Funding for logistical support
- Status of computer services

**Staffing:** Regular staff plus tutors or special ed. teachers; about one lead teacher for each 15 pupils or special ed. teachers; no more than 10 pupils per tutor per daily load.

**Facilities:** Usual facilities and space in any school is adequate.

**Training:** An on-site visit for familiarization is highly desirable. Training will include a 2-day inservice in the adopter's setting and 3 follow-up training periods in adopter setting.

## **ADOPTION SERVICES:**

### **• training materials**

Awareness brochures and booklet are free. Training manual with sections on systems, tutor packet, sample skill ladders, sample teacher-made materials used in training sold at cost.

### **• demonstration/ visitation**

Visits will be scheduled throughout the RIC (22-school district coop). Contact D/D director for date.

### **• training capability**

Training available for potential out-of-state adopters as well as those within state. Contact D/D director.

## **CONTACT:**

Dr. Marv Hammarback, Dir.  
Fay Hammarback, Coord.  
Project SHARE  
119 1/2 N. Broadway  
Crookston, Minn 56716  
Office: (218) 281-2414  
Home: (218) 784-4826

Development Begun: 8/70  
USOE DRP Approval: 5/75  
Diffusion Start: 7/75

# PROJECT: PROJECT SUCCESS FOR THE SLD CHILD

## • description

Project Success provides a prescriptive program and classroom delivery system operating in 3 areas: (1) structural linguistic language program with a multi-sensory approach, integrating all aspects of language--reading, writing, speaking, and listening; (2) motor perception training and adaptive physical education; emphasizing the relation of movement to learning in areas of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness to develop the capacity to make efficient and effective use of the body; (3) technique modification in other curriculum areas to allow SLD students to capitalize on strong modalities. This individualized learning program will keep the child functioning in an adequate manner within the educational mainstream.

## • descriptors

learning disabilities, teacher training, special education, diagnostic-prescriptive, handicapped children, motor perception, English/language arts.

## • financial requirement

The cost may vary from \$20.00 to \$40.00 depending on equipment and materials already in the school and the level of adoption.

## • target audience

K-9 children with specific language disabilities.

## • program evaluation

The program has been evaluated for 4 years. The data collected were designed to test each project objective.

## • materials used

More details may be obtained by writing to D/D.

## ADOPTION CRITERIA:

### (Options)

- Teacher or school purchases Project Success manuals.
- Teacher or school attends a formal Project Success presentation and purchases manuals.
- Teacher (or teachers) from interested school makes a personal visit to Wayne Public Schools, observes program in operation, and purchases manuals.
- Formal adoption/adaptation is agreed to by school administration.

### Type A Adaptation -

- Adapting school completes a local needs assessment.
- Project Success provides inservice to key teacher in one or more project components.
- Project Success assists adapting school with materials and staff during year.
- Pre and post testing by adapting school recommended.
- Adapting school must appoint local program director.

### Type B Adoption -

- Local needs assessment.
- Complete inservice training conducted for key staff members in Wayne, Neb., or at adopting school site.
- Follow-up studies made by Project Success.
- Local program director appointed.
- Conduct pre and post testing
- Project manuals and materials and inservice available.
- Adopting school implements all components:
- Language Arts, Curriculum Modification, Motor Perception.
- Adopting school signs contract of mutual understanding with Project Success.

## ADOPTION SERVICES:

### • training materials

Awareness materials available at no cost. Audio-visual available on limited request. All manuals are available at no cost to adopters.

### • demonstration/visitation

Regular visits are scheduled as adopters need assistance of the Project Success staff. Contact D/D.

### • training capability

Training may be on-site or at project site. Several alternatives are available, including possible college credit.

### CONTACT:

Richard Metteer, Director  
Project Success  
West Elementary School  
Wayne, Neb. 68787  
(402) 375-3854

Development Begun: 7/71

USOE DRP Approval: 7/74

Diffusion Start: 9/74

## Appendix A.

The following programs may also be considered for replication by New Jersey educators. At time of publication sufficient data was not available to warrant inclusion in this catalogue. Information will be placed at EICs and LRCs as it becomes available.

### PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN

Area Education Agency #16  
1340 Mt. Pleasant Street  
Burlington, IA 52601  
Mr. Kenneth D. Barker  
(319) 753-2497

### PRE-K PRESCRIPTIVE TEACHING PROGRAM FOR DISADVANTAGED CHILDREN WITH LEARNING DISABILITIES

1104 Second Avenue South  
Fargo, ND 58102  
Mr. Jim Trongard  
(701) 235-6461

Model for expanding speech therapy delivery through training of para-professionals as communication aides. Supportive personnel provide therapy to mild or moderately articulatory disordered children. Project staff are unable to handle any new adoption sites this school year.

The major goal of this project was to develop and implement a curriculum for four-year-old disadvantaged children with learning disabilities. This curriculum consists of (1) a complete sequence of learning skills in the areas of language arts, mathematics, science, health, motor skills development, and social experiences; (2) a minimum of one behavioral objective to accompany each learning skill; (3) performance criteria for each learning skill or objective; and (4) diagnostic tests to accompany each behavioral objective. In addition to the curriculum development, the necessary tests for screening and diagnosing children have been developed. The developed curriculum is utilized to provide the learning-handicapped child with an individually prescribed instructional program designed to increase his readiness for kindergarten and to remediate existing learning disabilities.

## Appendix B.

The following programs have been developed in New Jersey and are being disseminated to interested New Jersey educators. More complete descriptions of these programs may be found in Educational Programs That Work, Volume I, available from the Educational Improvement Centers and the Project Center, Division of Research, Planning and Evaluation, State Department of Education.



## Academic Advancement Program: Mathematics

Morristown, New Jersey

### OVERVIEW

The Academic Advancement Program: Mathematics is an individualized instructional program for grades six through eight that can be used for remediation in grades nine through eleven. On the basis of diagnostic tests, students' mastery of basic mathematics skills is determined. Using this information, teachers introduce students to new mathematics skills and concepts which reflect their developmental levels. As students learn new information, they progress to more difficult work. Instruction is individualized. Students move through the work at a rate commensurate with their developmental level.

The materials used in the program are commercial textbook materials and consumables reassembled into skill sequences. The materials are broad enough in scope to meet the needs of a wide range of student abilities. However, it is an open program which is designed to be adapted to the needs of the particular population it serves by either adding to or changing the commercial materials used or including teacher developed materials.

AAP: Mathematics serves 217 students of all developmental levels in the Frelinghuysen Junior School and 160 students who require compensatory instruction in the ninth through eleventh grades of the Morristown High School. The program was developed to accommodate the wide range of developmental levels among students in the Morris School District that resulted from the merger in 1972 of two previously separate districts to achieve racial integration.

To complement this program of individualized instruction, teachers have developed a record keeping system and several styles of room arrangements which give students privacy for independent work and free teachers for the primary task of instruction.

### ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by use of the mathematics skill development sequence in at least one grade for individualized instruction on a diagnostic-prescriptive basis.

### CONTACT PERSON

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## Project ACTIVE:

### All Children Totally Involved in Exercising

Oakhurst, New Jersey

#### OVERVIEW

Project ACTIVE is designed to meet the widespread need for individualized physical activity programs for handicapped children. The project staff trains teachers of special education, physical education, and recreation to prescribe individualized activities for children from pre-kindergarten through grade 12, evidencing low motor ability, low physical vitality, mental retardation/learning disabilities, postural abnormalities, nutritional deficiencies, breathing problems, motor disabilities/limitations, or visual/auditory problems.

Teacher training programs have been conducted in New Jersey for three years for approximately 500 educators. As a result seventy-six districts, and fourteen private schools now use the program with approximately 10,000 students. The program is included in courses of five New Jersey teacher training institutions.

In 1974 the competency based teacher training program and the motor activity program were endorsed by the Dissemination Review Panel of the U.S. Office of Education for national dissemination. During the 1974-1975 academic year districts in five other states made commitments to take the training and install the motor activity program.

#### ESSENTIAL ELEMENTS OF THE PROGRAM

A replication of Project ACTIVE is defined by the following instructional requirements and implementation options.

##### Instructional requirements:

- two classes per school
- sixty minutes of instruction per week
- sixteen weeks per year
- utilization of the individualized-personalized ACTIVE learning process

##### Implementation may be in any one or a combination of these areas:

- Low motor ability
- Low physical vitality
- Nutritional deficiencies
- Postural abnormalities
- Breathing problems

#### CONTACT PERSON

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Township of Ocean School District  
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## Dale Avenue Project

Paterson, New Jersey

### OVERVIEW

The Dale Avenue Project is a comprehensive developmental skills hierarchy for early childhood education, prekindergarten through third grade. The skills are written as performance objectives, sequentially ordered, in listening, naming, observing, speaking, perceptual motor skills, writing and motor skills, classification, mathematics, encoding-decoding, and seriation. On entering the Dale Avenue School each student is given diagnostic tests to assess the level of his or her skill development. As a result of the testing the teachers know the level of each student's ability in the ten skill areas. Students work on one skill at a time in each area of the Performance Objectives. They are taught in small or large groups, or individually, depending upon need. They begin learning a new skill in each area only after mastering the previous one. As students move from one grade to the next, their skill mastery record moves with them. Teachers can therefore maintain the continuity of the curriculum's developmental sequence for a five year period of time.

The developmental skills of the Dale Avenue Performance Objectives can be taught with virtually any curriculum materials. For example, skills in listening, speaking, naming, and observing can be taught in social studies lessons about community helpers. Students may learn seriation and mathematics skills while running a grocery store in the classroom. Classification skills may be developed in science lessons. And the encoding-decoding skills can be incorporated into a standard reading program. Teachers develop lessons to teach specific skills and vary the activities as students master the skills that they are working on and move onto more difficult ones.

In addition, the Dale Avenue curriculum includes a reading program which folds together all of the Performance Objective skill areas. For the first forty-five minutes of each day students work in homogeneous groups on specific skills in any area in which they need special teaching or reinforcement. This program prevents students from incurring developmental lags in any skill area which, in turn, would hamper their reading abilities.

The parents of the Dale Avenue School's students have a strong organization. They volunteer to be teacher aides, work in the library, conduct guests through the school, and inform the community about the program. During the program's developmental period, a Parent Coordinator was a salaried member of the developmental staff.

The development of the Dale Avenue Project was funded from 1970 through 1973 by the New Jersey Elementary and Secondary Education Act, Title III program. In 1973 the project was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education. This program was developed with an urban population but during two years of dissemination, 1973-74 and 1974-75, has been implemented in districts of widely varying characteristics including rural and suburban both in New Jersey and other states.

## ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) use of the Dale Avenue Performance Objectives as a pre and post diagnostic test of student skill development, 2) use of the Performance Objectives as the basis of students' curriculum through the third grade, 3) the forty-five minute per day reading program, and 4) the parent program.

## CONTACT PERSONS

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## Glassboro's Right to Read Program

Glassboro, New Jersey

### OVERVIEW

The project staff has developed a reading program for kindergarten through grade three that is used in two elementary schools whose approximately 750 students are 82% White and 18% Black. During 1972-1973 and 1973-1974 the reading instructional levels of these children were raised an average of 1.5 years per eight month instructional period. The development of this program began in 1971-1972 and was carried out through a Right to Read grant from the United States Office of Education from 1972 to 1974.

This Right to Read program has two essential elements. The first is a comprehensive assessment of student reading competencies, staff capabilities in the teaching of reading, and parental interest in reading programs. On the basis of this assessment, a program of staff development, reading instruction, and parental and community support is drawn up and put into operation. Both the assessment and program development are the responsibility of a Local Unit Task Force appointed by the superintendent and comprised of district staff members and community representatives.

Upon entering the program each child receives a teacher administered diagnostic battery of reading tests. Teachers use the test results to ascertain each child's instructional reading level according to an array of reading skills for kindergarten through grade three. Teachers then write individual instructional sequences for each child which they follow either on a one-to-one basis or with small groups of children who are at the same developmental stage. Each child progresses at an appropriate rate for his developmental level.

Staff members inaugurated this program and carry out on the strength of a staff development program directed by the Reading Coordinator. Among the topics covered are the development of instructional materials and classroom management procedures which complement the individualization of reading instruction.

As a result of community in the program an organization of parent volunteers has been formed. Members volunteer to serve as classroom aides and reading tutors.

In 1974 this project was endorsed for national dissemination by the Dissemination Review Panel of the U.S. Office of Education. The project's dissemination in New Jersey is part of the total state Right to Read effort of the Division of Curriculum and Instruction, Department of Education. The project staff can accommodate a limited amount of dissemination work in states other than New Jersey.

### CONTACT PERSONS

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Individualized Language Arts:  
Diagnosis, Prescription and Evaluation  
Weehawken, New Jersey

OVERVIEW

Authorities in the language arts agree that educators need to develop more effective methods of analyzing students' writing, and to prescribe and apply individualized instructional techniques to teach greater writing facility. This project was designed to meet this critical need. The project's rationale is that linguistics, the study of language, provides knowledge which can be translated into techniques for improving selected aspects of writing instruction. These techniques can be blended with a language-experience approach, so that the language, feelings, and ideas of students can be used to promote motivation, precision, and control. Furthermore, such instruction uses writing activities in all parts of the curriculum and can be organized within a diagnostic-teaching framework. Teachers and students can thus have continuous diagnosis of the writing needs, prescription of relevant methodology, and evaluation of results.

The project staff has devised a method for teachers, grades 1-12, to analyze students' writing, and guidelines, procedures, strategies, and specific examples of how to teach writing. The teaching methodology also includes ways for teachers to develop and reinforce other language arts skills. The approach is basically one of discovery. It can be used with either graded or non-graded classes. It can be employed with almost any kind of classroom organization.

Students' writing development is traced by three samples, taken at three intervals during the year. The evaluation of the samples is based on criteria suggested by language arts experimentation and the Weehawken teachers. The evaluation pinpoints each student's current strengths and needs. Writing instruction is related to speaking, listening, and reading activities, as well as to the student's ideas and feelings.

The program is used in grades 1 to 12 throughout the Weehawken public schools. The student population is highly mobile and includes many students for whom English is a second language. The program's methods and materials were developed cooperatively by the project staff, Weehawken administrators, and faculty members, and the students themselves. In Weehawken the program has completely replaced writing workbooks and textbooks. As a result, it may be fully integrated into any curriculum. The program is fully explained and illustrated with examples in a teacher's manual. No additional reference materials are required.

In 1974 the project was endorsed by the Dissemination Review Panel of the United States Office of Education for national dissemination. As a result of two years of dissemination this program is currently used by many districts in New Jersey and some in other states. Adopter districts serve rural, suburban and urban populations.

## ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) diagnosis of students' writing needs, 2) establishing in priority order local objectives for students' writing, 3) prescriptive teaching according to the techniques described in the program's manual, 4) evaluation of students' progress, and 5) using the writing program in content and skill areas such as science, reading, etc.

## CONTACT PERSON

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Louisa Place  
Weehawken, New Jersey 07087

## Institute for Political and Legal Education

Margate, New Jersey

### OVERVIEW

Under the direction of the staff of the Institute for Political and Legal Education (IPLE), high school teachers and students in twenty-seven New Jersey districts have participated in a year long social studies program to examine voter education, New Jersey state and local government, and individual rights. Each unit of study involves classroom work, often including the participation of persons active in government or politics, and work in the community that may take students to local or state legislative bodies. The IPLE staff conducts the initial training required by teachers entering the program who are asked to bring one of their students to the training program also. These students can subsequently act as resources for their teachers. The Institute also provides supplementary programs throughout the year for all participating teachers and all of their students. These activities include four Saturday workshops addressing critical aspects of the curriculum plus a three day Model Congress that supplements the government unit. The Institute staff has prepared resource materials for both teachers and students which are available at cost.

The program was designed to prepare high school students to fulfill the legal and political responsibilities which they may assume at the age of eighteen. These responsibilities include voting, eligibility for political office, and entering into legal contracts. The need for the program was established through a survey of a randomly selected group of six hundred New Jersey high school students which revealed that 81% of the students did not know how to register to vote or how to use a voting machine; 67% did not know how their local governing body functioned; 45% did not know how a piece of legislation became state law; and 79% had never met elected officials of any level of government.

In 1974 the Institute's program was endorsed by the Dissemination Review Panel of the U. S. Office of Education for national dissemination. The program is disseminated widely in New Jersey and after one year of national dissemination to many other states as well.

### ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication by a district is defined by the use of the curriculum as specified and by participation in at least three annual workshops and the three day Model Congress. Districts from states other than New Jersey that wish to adopt the program must provide among themselves or through an outside agency for the annual workshops and Model Congress.

### CONTACT PERSON

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Interning for Learning  
Cape May County, New Jersey

OVERVIEW

Interning for Learning was developed through the County Superintendent's Office in Cape May County to meet needs shared by the county's school districts. The needs were identified in a self-study conducted in 1969-70 as those of improving student's attitudes toward school and of training teachers in a classroom management procedure that would permit them to individualize instruction. The program not only addresses these needs but also provides a turn-key training system that is the basis for its projected long-term impact in individual schools.

Participating teachers learn a program of classroom management which guides them in grouping students according to educational needs, and in organizing classroom activities to provide small group and individualized instruction. This management procedure may be adapted to any curriculum and is most frequently used in a self-contained classroom. Teachers place students in three or four small, homogeneous groups for instruction in basic skills. Correspondingly, students' work is organized into four types of activities: direct teaching, follow-up activities, learning stations or centers, and independent activities of which there is often a choice. Each student takes part daily in each type of activity. As the teacher instructs one group at a time in the "direct teaching" activity, the three other groups rotate among the remaining activities. This format requires a two hour block of time. The remainder of the day may be scheduled as the teacher judges most appropriate.

Teachers learn to diagnose student needs, prescribe lessons to meet these needs, evaluate student progress, and design and construct learning stations and centers as the primary modes of individualizing instruction. They also study new teaching materials and methods, including the use of several kinds of media. To provide the optimum atmosphere for this kind of instruction, teachers devise new classroom arrangements to accommodate four simultaneous learning activities.

The chief training vehicle for the program's dissemination both in Cape May County and statewide has been the internship of trainees in the classrooms of teachers experienced and successful in the program. The internship period is usually four days during which time the trainee first observes the program and then assists the project teacher in each of the program's essential activities. After trainees have mastered the new procedures and gained experience in their use, they are ready to provide internship opportunities for other teachers in their classrooms.

The project headquarters is a resource center where all teachers may go to see sample learning stations and centers, for consultation in individualizing instruction, and to work on materials for their own classrooms. The project staff recommends that individual schools provide similar resource centers for their teachers.

The development of the Interning for Learning program was funded through ESEA, Title III from 1971 through 1974. Its continuation in Cape May County was funded jointly by local Boards of Education and the Cape May County Superintendent's Office.

## ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) teachers' use of the classroom management program described in the project's materials, 2) a school's or a district's establishment of a turn-key training program based upon an internship experience, and 3) if feasible, the establishment of a resource center on a school, district, or county wide basis.

## CONTACT PERSONS

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Project Director  
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## LEM: LEARNING EXPERIENCE MODULE

Hackensack, New Jersey

### OVERVIEW

Project LEM is a management system for the elementary grades designed to eliminate overcrowding in an old school, and raise students' reading and mathematics achievement scores. These needs stemmed from the Hackensack school district's commitment to provide an educational program and learning environment that will enable each child to achieve self realization and social competence.

Hackensack is an urban center whose population is 5% non-English speaking, 37% Black, and 58% White. The students in Hillers Elementary School, the project site, are a cross-section of the community. Those who took part in the project were randomly selected with the exception that all non-English speaking students were included. The program was developed through ESEA, Title III funding between 1970 and 1973.

The project staff drew up plans to renovate portions of the school to accommodate more students, and developed an educational program for the open space which renovation provided. The educational program includes techniques to group students to foster their intellectual and social growth, a team organization for teachers, and a mode of scheduling that permits teachers to give more individualized instruction and specialize in some subjects. During three development years, the staff organized three LEM's or open plan centers to accommodate a total of 350 students. In subsequent years the LEM project was expanded to several other schools in the district including the middle school.

The remodeling for each LEM was slightly different. But, in each case, the goal was to create more useable space for many modes of instruction. Although each LEM has the standard teacher-pupil ratio, the scheduling and grouping techniques permit variation in instruction. For a group of 100 LEM students, there is a staff of six: team leader and four other teachers and one aide. The LEM's of 125 students have a sixth teacher. Each LEM spans two grade levels: 2nd and 3rd; or 4th and 5th. Each teacher instructs one group of students daily in each of the basic skills: reading, language arts, and mathematics. In addition, each teacher prepares and teaches lessons for several groups of students in one of the following areas; social studies, science, or cultural arts. For these subjects students rotate, studying a different subject each day. This schedule permits teachers to work closely with a small number of students over a two-year period in basic skills and, also, provides teachers the time to develop and teach one other subject in depth.

Students with similar needs are grouped for reading, language arts, and mathematics. Students change to heterogeneous groups for social studies, science, cultural arts, music, physical education and art. The groups are changed as the students' social and intellectual needs change. To this basic structure, the instructional team often adds large group and individualized instruction to provide variety and answer special needs. This grouping fosters the students' continual growth in basic skills, as well as their social development.

In 1973 Project LEM was endorsed by the Dissemination Review Panel of the United States Office of Education for national dissemination. As a result of three years of dissemination, it has been implemented by several districts in New Jersey and other states. Adopters include rural and suburban districts.

#### ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) non-graded instructional approach, 2) use of teacher teams with a differentiated staffing pattern, 3) multi-age grouping, 4) diagnostic-prescriptive teaching, 5) diversified instructional program, 6) parent and community involvement, 7) efficient space utilization.

Inquiries about dissemination services and materials available from Project LEM should be made in writing to the project director.

#### CONTACT PERSON

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Project MOPPET:  
Media Oriented Program Promoting Exploration in Teaching  
Woodbridge, New Jersey

#### OVERVIEW

The MOPPET staff has designed a humanities curriculum for the non-specialist. Using the MOPPET lessons, regular classroom teachers may introduce a comprehensive humanities program of poetry, creative drama, music, art, dance or movement, and film-making into the elementary school curriculum. Lessons may be taught as separate entities, or integrated into the academic curriculum, or both. The lessons were developed by artists on the MOPPET staff, piloted in experimental classes, and have now become part of the elementary school curriculum in Woodbridge.

The district's educational needs which led to this program were (1) to provide modes of expression and success experiences for students who were low achievers and often non-verbal and (2) to permit all students to express themselves in the arts. At the program's outset, the MOPPET staff hypothesized that if these needs were met, students' language arts skills, including reading, would be improved. Progress toward the fulfillment of these needs is described in the goals section of this article. The program's development was funded through ESEA, Title III from 1970 to 1973. After two years of dissemination the MOPPET lessons are used by several districts in New Jersey and other states.

The objectives of each MOPPET lesson are clearly stated along with the required materials and recommended procedures. While the lessons themselves form a core humanities curriculum, teachers are encouraged to view them as a pathway or guide for lessons which they will write for the arts of other curriculum areas.

Lessons begin with the setting of a mood or creation of a new environment. To do this, teachers use movies, slides, overhead transparencies, music, poetry reading, story telling or the movement of students around the room. Students talk about what they have seen or done and the way the experience makes them feel. Next students carry out a project, individually or in groups, in which they express their feelings and thoughts about the subject at hand. Students may write poetry, illustrate it, and read it aloud. They may write plays and perform them. In some lessons, they design sets, write screenplays and produce films. In others, the students express emotion and thought through movement. Whatever the medium, the hallmark of the lessons is that the students are the artists. They create works of art once they have learned the techniques and are given the freedom to express themselves.

In addition to writing the lessons, the MOPPET staff has created a physical setting which they feel is optimal for teaching the humanities. The "MOPPET" room is slightly larger than a regular classroom, carpeted, empty of furniture, and, at one end, has a curved screen large enough for three simultaneous projections. Within this framework, the staff uses several types of equipment, including projectors, tape recorders, record players, cameras and rhythm instruments.

A similar setting may be created in a classroom, all-purpose room, library or another large room available in most schools. Furniture may be pushed aside. Instead of a large curved screen, one may use three individual screens, a large sheet of white paper taped to the wall, or an uncluttered wall surface.

As teachers become familiar with the MOPPET lessons, they will want to begin to design their own and experiment with various media and combinations of media. And the materials for the lessons themselves can be largely student and/or teacher-made. Teachers' development of judgment, taste, and style in these matters will open up new curriculum possibilities.

The resource materials required for the MOPPET lessons are available to Woodbridge teachers in kits keyed to each lesson which can be borrowed from the Central Instructional Materials Center. The cooperative efforts of the MOPPET staff and the Supervisor of Libraries and Media have put the lessons within easy reach of all teachers.

#### ESSENTIAL COMPONENTS OF THE PROGRAM

The program's replication in another site is defined by 1) implementation of the MOPPET teaching process, i.e., input, interaction, and experience, and 2) use of a minimum of twenty-four lessons per year in a broad spectrum of the arts: art drama, music, poetry, movement, and filmmaking (a minimum of four of these areas).

There is no charge for the training and consultation services of the MOPPET. Consumer districts are responsible for the costs of replicating MOPPET in another site. Inquiries about dissemination services and materials should be made in writing to the project director.

#### CONTACT PERSON

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## Pollution Control Education Center

Union, New Jersey

### OVERVIEW

A total classroom instructional program in pollution control education for elementary, junior high, and senior high is being produced through the Pollution Control Education Center. The program has been designed to develop students' interest in the wise use and preservation of the biosphere and to give them an understanding of the threat that an industrialized society poses to the balance of the ecosystem.

The materials for the elementary grades are being published commercially for national distribution. Materials for the secondary grades are distributed by the Union Township Board of Education. Unit content is varied and includes comprehensive coverage of the topics of solid waste and sewage treatment, and air, water, thermal, marine and seashore, and urban pollution. In other units pupils are actively involved in the critical environmental problems of open lands, wildlife, wetlands preservation, energy conservation, resource management, and community response -- all presented in scientifically accurate and socially responsible settings.

Each multi-media instructional kit engages a class in a variety of pupil centered, hands-on, problem solving activities which involve students in practical decisions concerning the appropriate responses they can make as citizens in order to solve environmental problems. The kits include imaginatively illustrated student booklets which relate new ideas to the students' own experiences. Student investigations provide pupils with the opportunities to have first hand experience with pollution and pollution control processes. These experiences are described on spirit-masters, experiment sheets, and activity cards so that a teacher may readily individualize instruction to meet a class member's specific needs and interests. The material in each kit is designed to be taught as a one or two week unit.

Audiovisuals enable pupils to observe phenomena which cannot be duplicated in the classroom. Filmstrips and film-loops, overhead transparencies, and audio cassettes are included in each kit to aid class discussions of important ideas. A comprehensive teachers' guide enables a teacher to handle the program without specialized training. The guide coordinates all of the elements of a kit. The guide contains an outline of the basic objectives of the unit in terms of "attitudes and values, knowledge and skills." A convenient chart is provided for scheduling the unit's work. Tests based on the material covered in the unit's work are included for appropriate grade levels.

The program is appropriate for inclusion in regular science, health and urban or social studies programs as well as for instruction in environmental science. The program is designed for use by the regular classroom teacher.

In 1974 this program was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education and is used by school districts throughout the country.

## ESSENTIAL ELEMENTS OF THE PROGRAM

The program's use in another district is defined by inclusion of one or more units of study in the curriculum.

Inquiries about the dissemination services and materials available should be made in writing to the project director.

## CONTACT PERSON

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## SEE: Specific Education of the Eye

Union, New Jersey

### OVERVIEW

Our population is visually illiterate. Most people are not trained in the skills of seeing. They are unable to perceive fully what they see. Their vision is general rather than specific; thus they perceive only the obvious and usually miss the subtle nuances and relationships which define the uniqueness of an experience. Since awareness precedes learning, the lack of perceptual ability is a deterrent to learning. Project SEE is designed to offset this perceptual hiatus by developing in children the visual skills, and physical and mental discipline requisite to significant, meaningful learning.

The Project SEE staff has developed a program to train the perceptual and analytical skills of elementary school students. The kindergarten and first grade materials have been designed and field tested and are now part of the curriculum in the Union public schools.

The Project SEE lessons are taught by classroom teachers for approximately fifteen minutes each day. The lessons are a series of visuals of which one is introduced in each lesson. The students analyze the visual and its contextual relationships, identify objects in the immediate environment which contain elements of the visual, and replicate the visual. A review lesson takes place at the completion of every four visuals.

For the kindergarten program there is a series of forty visuals. They start with the most elementary single line element and progress to two noninteracting lines, two interacting lines, elements made up of three components, simple shapes, shape-line combinations and shape-shape combinations. The elements of each visual are placed in a frame so that the students see them as part of a greater totality and analyze them with reference to their position in the frame.

The thirty visuals for the first grade program contain more difficult and complex elements. Students begin with a review of the last ten visuals of the kindergarten program and then progress to shape within shape combinations, shapes intersecting and overlapping other shapes, and shapes juxtaposed to give the illusion of a third dimension. The students describe the visuals, relate them to the environment, and replicate them as was done in the kindergarten program.

In 1974, this program was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education. As a result of three years of dissemination Project SEE is used in over 800 classrooms in approximately twenty-five states.

### ESSENTIAL ELEMENTS OF THE PROGRAM

The replication of this program in another site is defined as the use of the prescribed instructional program in kindergarten or first grade at least three days per week for approximately fifteen minutes per lesson over a seven month period.

Inquiries about the program and its dissemination services and materials should be made in writing to the project director.

**CONTACT PERSON**

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## Senior Elective Program

Rumson-Fair Haven Regional High School

Rumson, New Jersey

### OVERVIEW

A new senior elective program was designed by eighteen high school students and six high school faculty members in the summer of 1971. The project was initiated as part of an effort to update curriculum and as a complement to the construction of an open space building to be used exclusively by seniors. The study group made the following recommendations to the Board of Education:

- 1) Redesign the school calendar from four marking periods to five, called "facets," each to conclude with one of the regular vacation periods.
- 2) Encourage students to telescope the traditional academic courses into the first three years of high school, thus leaving the senior year primarily for elective courses.
- 3) Design senior elective courses to reflect student and faculty interests. Electives should vary in length from one to five facets and be graded either pass-fail or with letter grades according to student choice.
- 4) Encourage seniors to develop independent study projects under the guidance of a faculty member during the middle two or three facets.
- 5) Assign seniors randomly to small discussion groups or "precepts" led by faculty members whose goals would be to provide support for independent study and contribute to individual understanding through group interaction.
- 6) Allow seniors the freedom of an open campus whereby they attend classes but need not be present during unscheduled time.

The 1971-1972 school year was devoted to refining these curricular suggestions. Teachers worked on new courses of study. Administrators, department chairmen, guidance counselors and teachers were trained in alternative teaching styles. Preceptors were chosen and students were assigned randomly to them. Students were carefully counseled to make certain that course selections would support anticipated education and vocational pursuits, and a master schedule was drawn up for the new curriculum.

Concurrent with the curriculum revision an open-space building was erected. It consists of five learning areas each of which may be subdivided by flexible, movable partitions. Stacking chairs, arm chairs, study booths, tables and open-offices were selected in keeping with the needs of each department. Learning areas were outfitted with blackboard space, projection screens and storage closets. The senior building with its new curriculum opened in September, 1972, and is now fully supported by the local Board of Education. The program serves approximately 270 students per year.

In 1974 this program was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education.

#### ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by:

- 1) independent study programs
- 2) mini-courses
- 3) preceptorials

Inquiries about the project and its dissemination services and materials should be made to the project director.

#### CONTACT PERSON

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**Educational Services for Schoolage Parents**  
**New Brunswick, New Jersey**

**OVERVIEW**

Pregnant teenagers and their offspring are high risk individuals, medically, educationally, and socially. Prematurity, as well as fetal, neonatal, and maternal mortality, occurs with high frequency in this segment of the population. These teenagers often have an academic history of poor motivation, excessive absence, and truancy. Their educational prognosis is, therefore, usually poor. To combat this situation, a program has been developed at New Brunswick's Family Learning Center to provide educational, nutritional, and social services for pregnant students. A critical aspect of this program is the provision for each participant to prepare and eat a nutritious lunch daily as part of the nutritional services.

This program was initiated in 1969 through an ESEA, Title III grant and is now fully supported by the local Board of Education. Approximately 50 students per year are served. The program's evaluation over a three year period showed that 1) the dropout rate among pregnant students was substantially lowered and 2) that the babies born to participants in the program were significantly above the average birthweight of babies born to teenagers in the state and the nation.

The project staff has prepared an 81 page Resource Manual and an overview filmstrip-tape for use by interested educators. Persons interested in obtaining these materials should contact the project director.

**CONTACT PERSON**

**Mrs. Anna Kelly, Project Director**  
Director of Pupil Personnel Services  
New Brunswick Public Schools  
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New Brunswick, New Jersey 08902  
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Learning Center:  
Integrated Alternative to Special Education  
Winslow, New Jersey

Learning Center: Integrated Alternative to Special Education, was designed to replace the isolated special education classrooms within the Winslow Township public schools. Students classified as neurologically impaired, perceptually impaired, and educable mentally retarded are not removed from the mainstream of education but, instead, are offered an educational program that includes activities in the regular classroom and supplemental instruction in a learning center. On the average, students spend half of their school day at each site. Their educational program is individualized to meet their specific needs.

The learning centers are equipped with a wide variety of programmed, individualized, and multi-media instructional materials. Each learning center is staffed by a special educational teacher, one student intern, and one paraprofessional. This staff is assisted by volunteer parents, college students, and retired persons. The staff and volunteers provide a generous amount of individual attention to the students.

This program is fully described in Resource Room Approach to Mainstreaming: an Implementation Guide. Information about the guide and a brochure describing the project may be obtained from the project director.

CONTACT PERSON

John McCool, Project Director  
Winslow Township Public Schools  
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Blue Anchor, New Jersey 08037

Project Open Classroom

Wayne, New Jersey

**OVERVIEW**

Project Open Classroom is characterized by the openness of administrators, teachers, and students to new ideas and initiatives, and their sensitivity to and support of other people. Teachers and students are freed from the constraints of time prescribed by a lock-step curriculum. Open classroom doors and halls allow students to move freely, yet with responsibility. Open curriculum choice permits students to work in areas of their interest, when and for the time they wish. The open classroom environment stimulates learning by providing structure with choice for both students and teachers.

The project staff recommends teaching strategies to foster individualized instruction such as task cards, learning centers, providing manipulative materials for students, flexible scheduling, and frequent regrouping of students to meet individuals needs. The project's evaluation showed that students in Open Classroom had more positive attitudes and self concepts than did those in the control groups and that children maintained the same rate of cognitive development while in Open Classroom that they had prior to entering the project.

The following materials were prepared by the project staff and may be ordered from the project director. Checks or purchase orders should be made payable to: Project Open Classroom, Wayne Board of Education and should accompany an order for materials. An overview filmstrip-tape may be borrowed.

<u>LANGUAGE ARTS KIT</u> (379 task cards for students, ages 6-11)	\$30.00
<u>MATH RESOURCE FILES, PRIMARY AND INTERMEDIATE LEVELS</u> (Each kit contains a skills array and suggested teaching strategies for these skills)	\$10.00 each
<u>TASK CARD MAKING KIT</u> (48 task cards that explain to teachers how to make task cards and provide ideas for them)	\$10.00
<u>HOW TO SET UP A MATH LEARNING CENTER</u> (167 task cards for students plus instructions for teachers)	\$12.00

**CONTACT PERSON**

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## Prescriptive Teaching Workshop

New Providence, New Jersey

THE PRESCRIPTIVE TEACHING WORKSHOP is designed to raise the academic achievement of elementary school students, grades 1 through 5, who are hampered by neurological, language, and perceptual-motor problems. A Prescriptive Teaching Workshop in each of four elementary schools accommodates seriously disabled learners for part of the day. At other times, these students work in regular classrooms with individually prescribed programs. Students whose disabilities are less severe work only in the regular classroom but follow especially prescribed program. The project was developed through an ESEA, Title III grant from 1969 to 1972. It now serves approximately 135 students per year.

The project's evaluation results showed: 1) a significant reduction in the incidence of behaviors associated with personal frustration among participating students and 2) a significant increase in the incidence of student indication of success, adjustment, and a positive attitude toward school.

The project staff has prepared the following materials which are available to interested educators and may be requested from the project disseminator.

<u>RESOURCE MANUAL</u> A 67 page report on the program and description of its organization	No charge
<u>ADDENDUM TO THE RESOURCE MANUAL</u> A 25 page discussion of the preparation of teaching prescriptions	No charge
Overview filmstrip-tape	May be borrowed

### CONTACT PERSONS

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